

THE JAMMU & KASHMIR BOARD OF SCHOOL EDUCATION
Academic Division, Rehari Colony, Jammu/ New Campus, Bemina, Srinagar.
Phone 0191-2585480 (J) 0194-2494522 (Sgr) E-mail: directoracad@jkbose.co.in

NOTIFICATION

It is hereby notified for the information of all the stakeholders in general and students of ***Secondary School Examination (Class 10th)*** in particular that from the Academic Session 2020-21 ***(in case of Kashmir Division/Winter Zone areas of Jammu Division and UT of Ladakh***) ***and ensuing Academic Session 2021-22 (in case of Summer Zone areas of Jammu Division),*** the scheme of assessment and examination practices have been revised. As per the new scheme, *20% marks* ***(20 Marks out of total 100 marks)*** have been kept reserved for internal assessment, to assess students in a diverse manner, at different times and also to observe and examine a broad range of curriculum objectives. Henceforth, the theory paper *will be of* ***80 marks only, while as 20 marks will be kept for the internal assessment*** on the analogy of Central Board of Secondary Education (CBSE). The pattern/design of Question papers has also been modified and while taking into consideration the parameters viz. analytical approach, critical thinking and objectivity etc. for the Annual (Regular) examination scheduled to be held in ***(October-November) 2021 in Kashmir Division/Winter Zone areas of Jammu Division/ UT of Ladakh and (Feb-March) 2022 in Summer Zone areas of Jammu Division.***

The detailed revised scheme of assessment/Model Question Papers and updated Syllabi & Courses of Studies are available on official website of JKBOSE **(www.jkbose.ac.in).**

The Examination of reappear/failure candidates on the old pattern of question papers shall continue to be held for only two ***(subsequent examinations***) after declaration of Annual (Regular) 2020 results of Winter Zone areas and Annual (Regular) 2021 results in Summer Zone areas of Jammu Division.

Note: All the Heads of Institutions are informed to kindly direct the concerned teaching staff to check the guidelines of Internal Assessment for recording/reporting of individual learners throughout the session.

20-03-21

(Dr.Farooq Ahmad Peer)
Director Academics.

20/03/21

20/03/21

No: F (Acad-C) CBSE-Design/QP/X/21.
Dated: 20-03-2021

Copy to the:-

1- *Administrative Secretary to Govt., School Education Department, Civil Secretariat, Jammu for information.*
2- *Administrative Secretary to Govt., School Education Department, UT of Ladakh for information*
3- *Director, SCERT J&K for information.*
4- *Director School Education, Kashmir /Jammu /UT of Ladakh for Information.*
5- *Joint Secretary, Examination /Secrecy/Administration/IT /General K.D /JD for information.*

6- *Joint Director SCERT Jammu/Kashmir for information.*
7- *All Chief Education Officers of J&K /UT of Ladakh for information.*
8- *All Deputy Secretaries of the Board for information.*
9- *All Assistant Directors (CDR wing) KD/JD for information.*
10- *Assistant Secretary, Registration/Certificates/General/Examination/Secrecy Unit I, II, III JD/K.D for information.*
11- *Assistant Secretary, Central Secrecy (Confidential) for information & necessary action.*
12- *All Dy/Assistant Secretaries /officer Incharges of Sub/Branch offices of the Board.*
13- *Assistant Secretary, Board Sub-office Leh/Kargil for information.*
14- *P/S to Chairperson/Secretary for information of the Chairperson/Secretary.*
15- *All Heads of Govt./Pvt. High and Higher Secondary Schools of J&K/Ladakh UTs for information.*
16- *Information officer, J.D/K.D for information and for wide circulation of the notification through electronic and print media.*
17- *I/C website for information and for uploading the same on official website of JK BOSE.*
18- *Concerned file.*





SCHEME OF STUDIES

Every candidate shall be required to take up all the compulsory five subjects to pass/ qualify the Class X from the course listed below. They can also offer one subject under additional / optional subjects.

(A) Compulsory Subjects:

- Urdu or Hindi (First Compulsory Language)
- General English (Second Compulsory Language)
- Mathematics
- Social Science (History, Political Science, Geography, Economics, Disaster Management and Road Safety Education)
- Science (Physics, Chemistry, Biology)

(B) Additional / Optional Subjects:

- Urdu
- Kashmiri
- Arabic
- Persian
- Hindi
- Dogri
- Sanskrit
- Bhoti
- Punjabi
- Computer Education/ Science.

Note: No repetition of language is allowed, while opting for additional subject.

(C) Activity Related Areas:

- Work Experience
- Health and Physical Education
- Art Education

Note: To be assessed/evaluated under C.C.E.Scheme.

(D) Subjects for Children with Special Needs (CWSN)

- Painting
- Music
- Home Science

(E) Vocational (Optional) Subjects




Structure Of Scheme of Assessment

The Assessment scheme for all the compulsory/main subjects carrying 100 Marks shall have an 80 marks component for Board Examination as per the assessment scheme mentioned and a 20 marks component for Internal Assessment.

Assessment Structure for Internal Assessment of 20 marks

Learner assessment is a continuous process and an integral part of teaching learning. The purpose of internal assessment is that the learning levels of the children improves and the examination scare that haunts a good number of children is decreased if not completely defeated. The Assessment should be competency-based, promotes learning and development for students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

Teachers must assess the learners at each stage of the learning process and this shall help teachers to focus on individual needs of the learners for better performance. In order to empower the school and the teacher by providing some kind of autonomy in the assessment process, JKBOSE has decided to give internal weightage of 20 Marks for all the main compulsory subjects offered at Secondary Level. The locus is school and focus shall be teaching and learning. The school-based assessment will play the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers' of students' progress and therefore supporting classroom learning. It shall also inform the learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

The teachers should use different assessment strategies that connect teaching, learning and assessment to real life settings and to assess and provide feedback on activities, surveys, demonstrations, role plays, project works, assignments, presentations, innovations etc. in such a way that the learner doesn't feel that his/ her performance is being evaluated.

In order to carry the said assessment in effective and desired manner, following scheme for the same shall be followed:

Internal assessment shall carry 20 marks and shall have the following parts:

1. Periodic Assessment
2. Portfolio
3. Subject Enrichment Activity

1) **Periodic Assessment**

The periodic assessment shall carry 10 marks.

These 10 marks shall be divided into two parts

(I) Pen and Paper Assessment

(II) Multiple Assessment





(I) Periodic Pen And Paper Assessment (5 Marks)

This involves the pen & paper class evaluation. The exam shall be taken by the concerned subject teacher of the concerned subject during class room transaction. The questions should be mainly short answer type.

The student shall maintain separate test notebooks for applied learning subject, which shall be kept as a record in the school after they are shown to the students and parents for transparency.

The teachers should mark the test copies and declare the result not later than 4 days from the test. It will be the Head's/ Teachers duty to supervise and keep the records.

The result should be communicated to the students and parents through a report card (School Based Evaluation Card). The schools shall be closely monitored with regard to school based assessment. The tests may cover the topics covered in each subject during the period in question as per the unit-wise division of syllabus.

[Note: Average of the tests would be taken and reduced to the weightage of only 5 marks for final submission of marks).

(II) Multiple Assessments [5 Marks]

Multiple assessments approach relevant to particular learning results are advised throughout the curriculum transaction. The teacher can make use of Quizzes, Oral Tests, Class discussion, Field-work, Visual Representation, Concept Maps, Exit Cards, and Visual Expression etc.

2. PORTFOLIO (5 MARKS)

The portfolios is proposed to broaden the scope of learning of learners and achieve the curriculum outcomes by examining a range of proof of children's performances. Its use is being recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.

A portfolio is generally a collection of purposely chosen student's work showing a range of performances that are collected over time and that represents the learner's efforts, progress, growth and accomplishment in key areas learning outcomes.

Suggested elements to judge student's portfolio

Organisation - Neatness and Visual Appeal

Completion of guided work focussed on specific curricular objectives

Evidence of student's growth

Inclusion of all relevant work (Completeness)





Suggestive format for Portfolio

S. No.	Tools	Nov.	Dec.	Jan	Mar	April	May	June	July	Aug	Sept.	Oct.
		A*/B*/C*			A/B/C			A/B/C			A/B/C	
1	Worksheets											
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3	Projects											
4	Models											
5	Map work											
6	Observation											
7	Pictures											
8	Experiences											
9	Anecdotal records											

*A, *B, *C depicts grades

Note: Portfolios should be developed in an easy way. They should be meaningful, however, simple and easily accessible and should not be a burden on students- both in terms of cost and time.

3. SUBJECT ENRICHMENT (5 MARKS)

The Subject Enrichment Activities must be conducted with rigor and focus on the below suggested as follows:

- Languages provide ample space and autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.
- The specified activities in practical work in Science and Mathematics need to be conducted in the investigatory spirit incongruence to be the spirit of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on the development of science processes.
- Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/problems encountered.
- The discipline of Social Science puts the responsibility on concerned teachers to help students to design and execute related projects, relevant to social context, and development of Life Skills.




Grading in Internal Assessment

The Internal Assessment will have the following three grading scale

MARKS RANGE	GRADER
14-20	A
7-13	B
Below 7	C (fail)

Note:
The concerned head of the Institution / subject teacher shal ensure to maintain the complete record of the internal parameter-wise components of all the students individually for any future clearifications.

EFFECTIVE FROM

Kashmir Division / Jammu Division / Ladakh (Winter Zone)

Oct-Nov 2020-21

Jammu Division (Summer Zone)

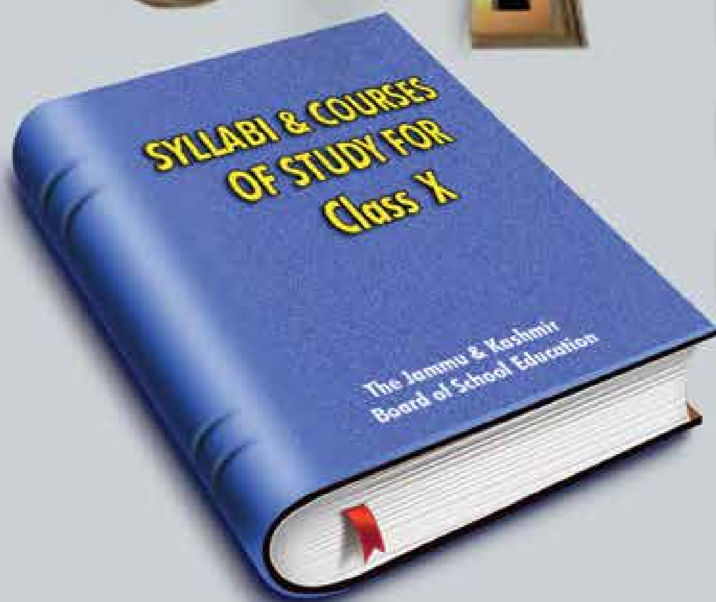
March-April 2021-22



SYLLABI & COURSES

OF STUDY FOR

Class X

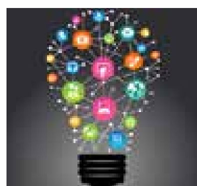




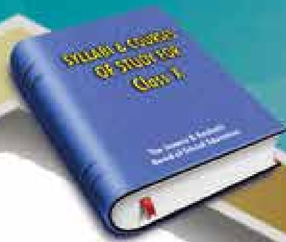
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CONTENTS





CONCESSION FOR CHILDREN WITH SPECIAL NEEDS



The Jammu and Kashmir Board of School Education vide notification No (F Acad. C) Disabled/ C/06. Dated 03-07-06 has given following concessions to children with special needs.

1. Students with 40% disability (Deafness, Dumbness, lower vision, Leprosy cured, hearing impairment, Loco – motor disability, mental retardation and mental illness) of permanent nature shall have to secure only 28% marks instead of 33%. This is applicable to both theory and practicals.
2. No examination fee shall be charged to children with special needs (Deafness, Dumbness, lower vision, Leprosy cured, hearing impairment, Loco – motor disability, mental retardation and mental illness) in case where the disability is 50% or more, of permanent nature.

Note: Such children with special needs shall have to produce certificate from District Medical Board (Competent Authority appointed by the Directorate of Health Services Kashmir/Jammu or documentary proof from the Department of Social Welfare Jammu and Kashmir.

The Certificate is to be attached with the Admission cum Permission form.





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ENGLISH

Objectives of Teaching English at the Secondary Level

Students are expected to

- listen to English with proper attention and understanding
- listen to announcements, instructions, read-aloud texts, audio, videos for information, gist and details and respond to questions accordingly
- speak simple English correctly
- speak on contemporary issues like social justice, environment, gender, etc.
- read English texts and comprehend them
- read stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discuss them
- understand and respond appropriately to what they hear, read and experience
- use subject, or contexts, and content related vocabulary to express their understanding of the texts and tasks.
- interpret different texts including poems, prose, short stories, newspapers, news reports, essays, etc.
- develop an awareness of the nature of language and language-learning skills along with a more general application (e.g., interfacing, analysing, synthesising material)
- enjoy and appreciate variety of language
- appreciate differnt shades of literary nuances and devices such as onomatopoeic sounds, symbols, similes, metaphors, alliteration, imagery, personification, allusions and the writer's point of view
- write simple and short paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing
- write reports of functions related to school, family and community
- write personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
- evaluate and analyze content in print form such as texts, newspapers, magazines, blogs, etc.
- promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
- refer to dictionary, thesaurus, periodicals, and books for undstanding and writing purposes and uses them in speech writing
- form a sound base for the skills required to communicate in English
- develop ability to use English effectively for practical communication in a variety of second language situations





Skills

- Listening
- Speaking
- Reading
- Writing

Listening/ Speaking

Listening

While listening students should be able to

- comprehend discourse such as lectures, conversations, interviews, and discussions
- make notes and use them in answering questions about the passage
- distinguish relevant from irrelevant information
- identify the topic and the main idea in it
- comprehend relationships between ideas
- make inferences about spoken discourse

Speaking

Speaking should enable students to

- produce appropriate vocabulary
- produce accurate grammatical forms
- give an oral presentation in class using effective delivery strategies.
- present facts, ideas or opinions in an orderly sequence.
- make relevant comments on what is heard, seen or read
- describe experience in simple and express intelligibly what is thought or imagined
- respond appropriately in a particular situation.
- speak audibly with appropriate tone, intonation and pace
- develop adequate speaking skills to communicate effectively to get engaged in meaningful conversations

Reading / Writing: Only a few tasks shall be set to test the reading skill. The skills of reading and writing shall be tested in an integrated manner to reflect the way in which language is actually used. This is to allow writing tasks to be stimulated by authentic reading texts rather than seeing the two activities as diverse elements. However, a few tasks may be set to test the reading skill exclusively.





Reading

Reading should enable students to

- scan for and extract specific information from different texts (at least from the prescribed textbooks)
- organise the relevant information and present it in a logical manner/ given format
- identify the main idea(s) in the text
- identify specific details
- discern main idea(s) from given information
- distinguish fact from opinion
- draw inferences based on information in the text
- decode meanings of words in context
- understand meanings of unfamiliar words
- identify author's purpose and tone

Writing

The skill of writing should enable students to

- write in a simple way
- learn to use words economically
- write sentences with simplicity and clarity
- organise ideas and write short and coherent paragraphs
- write texts, such as writing an essay, short letters, outline of short stories, paragraphs, reports, articles, speech, etc.
- paraphrase and summarise in an appropriate form in response to a written- stimulus
- use words in their proper contexts
- use appropriate vocabulary
- use a variety of accurate sentence structures;
- use accurate grammatical structures





Assessment in Listening and Speaking Skills

Guidelines for Internal Assessment

Apart from the prescribed textbook, the subject teachers can plan their own activities and create their own material for assessing the listening and speaking skills.

- Language learning projects / activities should not be confined to classroom teaching only but should enable the students to deal with real life situations. The format and the variety of activities should be extensive.
- The internal assessment based on different activities should be evaluated by the teacher throughout the academic session. It may be preserved for three months after the declaration of results or for check by the Board.

Suggested Activities

The suggested activities aim to improve the communication skills and personality of the students. These should be followed by individual, peer and group talk.

- Screening of relevant and age appropriate audio-videos of stories/documentaries/ discussions/ films
- Listening to phone calls
- Model Reading by teacher
- Storytelling
- Narrating incidents
- Interviews
- Group Discussions and Talk Shows
- Role plays
- Debates / Presentations
- Convening meetings/talks in informal situations such as going to the shopkeeper, describing real time events like festivals and matches, picnics, vacations and travelogue

Parameters for Assessment

Interactive competence (initiation, turn taking, relevance to the topic)
Use and delivery of words and expressions (coherence and speed of delivery)
Vocabulary and Grammar (clarity, simplicity and precision)
Pronunciation (accent , fluency)

The details break-up of the internal assessment consisting of 20 Marks is given after the content page.




English

Design of Assessment for Class X

Theory Paper= 80 Marks **Internal Assessment= 20 Marks**

Tulip Series Book - X, A Textbook of English for Class X **Time=3 hrs.**

Section A

Reading Comprehension **15 Marks**

1. One seen poem to be attempted from the prescribed textbook followed by vsat, fill ups and matching words and expressions, literary device/s, etc. **1x 5 = 5 Marks**
2. One seen passage from the prescribed textbook to be attempted based on objective type, comprehension questions, one word substitution, vocabulary, synonyms, antonyms and inference. **1x5= 5 Marks**
3. One unseen passage to be attempted followed by objective type, comprehension questions, providing suitable title to the passage, one word substitution, vocabulary, synonyms, antonyms and inference **1x 5 = 5 Marks**

Section B

Grammar **15 Marks**

Following questions to be attempted based on applied grammar

4. Modals 2 Marks

5. Articles 2 Marks

6. Relative Clause 3 Marks

7. Narration 3 Marks

8. One contextualized passage/ story/ paragraph to be edited testing the use of tenses, punctuation, articles and different parts of speech etc. **5 Marks**





Section C

Writing Skills **20 Marks**

9. Completing Dialogue writing with the help of hints **3 Marks**

10. One question to be attempted on notice writing with the help of hints. (50 words) **3 Marks**
11.One question to be attempted on message writing with the help of hints (50words) **4 Marks**

12. One letter to be attempted out of the given two (formal, informal and letter to an editor) **5Marks**

13. One speech/ article /paragraph to be attempted on a given topic out of two. The hint words will be given. (80 -100 words) **5 Marks**

Section D

Literature **30 Marks**

14. Three out of five Very Short Answer Type questions based on theme, central idea, literary devices, etc. to be attempted from the poems. (20 -30) words **3x2= 6 Marks**

15. Four out of six Short Answer Type questions to be attempted from the chapters of the textbook. (40-60) words **3x4= 12 Marks**

16. One out of two Long Answer Type questions to be attempted from the play based on character/ scene/ theme/ plot, etc. (80-100) words **1x6=6 Marks**

17. One out of three Long Answer Type questions to be attempted from the short story. (80-100) words **1x6=6 Marks**

Note: -

- The students must read the textbook thoroughly.
- The examiner will not ask very short questions from a poem in Literature Section if the poem or the extract has been asked in the Reading Comprehension.
- The examiner will not ask short type questions in Literature Section from a chapter if the seen passage from the prescribed textbook has been asked in Reading Comprehension.
- The chapter 'The Ghat of the Only World' will not be evaluated in the examinations.





Internal Assessment **20 Marks**

The guidelines to evaluate the listening and speaking skills have been given in the objectives of teaching English at secondary level.

Schedule

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

Suggested Reading in Grammar

For grammar, teachers and students can refer to any standard grammar textbook for further reading and clarification of concepts. Some of the books include:

- A Practical English Grammar by Thomson and Martinet (Oxford University Press)
- High School English Grammar by Wren and Martin (S Chand Publishing)
- English Grammar in Use by Raymond Murphy (Cambridge University Press)





MATHEMATICS

Total Marks 100 (External 80 Marks)

(Internal 20 Marks) Time: 3 Hours

Units

Unit :- I	Number Systems	04 Marks
Unit : II	Algebra	23 Marks
Unit : III	Trigonometry	12 Marks
Unit :IV	Coordinate Geometry	06 Marks
Unit :V	Geometry	15 Marks
Unit :VI	Mensuration	10 Marks
Unit :VII	Statistics and Probability	10 Marks

UNIT 1:- NUMBER SYSTEMS

Real Numbers (04 Marks)

Euclid's division lemma, Fundamental Theorem of Arithmetic –statements after reviewing work done earlier and after illustrating and motivating through examples. Proofs of results-irrationality of, $\sqrt{2}, \sqrt{3}, \sqrt{5}$, decimal expansions of rational numbers in terms of terminating / non terminating recurring decimals.

UNIT II: - ALGEBRA

1. Polynomials **(04 Marks)**

Zeros of a Polynomial. Relationship between zeros and Coefficients of a Polynomial with particular reference to quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.

2. Pair of Linear Equations in Two variables **(06 Marks)**

Pair of Linear equations in two variables. Geometric representations of different possibilities of solutions/ inconsistency.

Algebraic conditions for number of solutions. Solutions of pair of linear equations in two variables algebraically – by substitution, by elimination and by cross multiplication. Simple situational problems must be included. Simple problems on equations reducible to linear equations may be included.

3. Quadratic Equations **(08 Marks)**

Standard form of a quadratic equations $ax^2 + bx + c = 0$ ($a \neq 0$). Solutions of quadratic equations (only real roots) by factorization and by completing the square i.e. by using quadratic formula.
Relationship between discriminant and nature of roots.
Problems related to day to day activities to be incorporated.




4. Arithmetic Progressions (AP) **(05 Marks)**

Motivation for studying AP. Derivation of standard results of finding the n^{th} term and sum of first n terms.

UNIT III:- TRIGONOMETRY

1. Introduction to Trigonometry **(07 Marks)**

Trigonometric ratios of an acute angle of a right angled triangle. Proof of their existence (well defined); motivate the ratios, whichever are defined at 0^o and 90^0. Value (with proofs) of the trigonometric ratios of 30^0, 45^0 and 60^0. Relationships between the ratios.

Trigonometric Identities : *Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. Trigonometric ratios of complementary angles.*

2. Application to Trigonometry **(05 Marks)**

Simple and believable problems on (heights and distances). Problems should not Involve more than two right triangles. Angles of elevation/ depression should be only 30^0, 45^0, 60^0 .

UNIT IV:- COORDINATE GEOMETRY

Lines (in two- dimensions) **(06 Marks)**

Review the concepts of coordinate geometry done earlier including graphs of linear equations.

Awareness of geometrical representations of quadratic polynomials. Distance between two points and section formula (internal). Area of a triangle.

UNIT V:- GEOMETRY

1. Triangles **(06 Marks)**

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.





6. (Motivate) If a perpendicular is drawn from the vertex of the right angle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the side is right triangle.

2. Circles **(05 Marks)**

Tangents to a circle motivated by chords drawn from points coming closer and closer to the point.

1. (Prove) The tangent at any Point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

3. Constructions **(04 Marks)**

1. Division of a line segment in a given ratio (Internally)
2. Tangent to circle from a point outside it.
3. Construction of a triangle similar to a given triangle.

UNIT VI :- MENSURATION

1. Areas Related to Circles **(04 Marks)**

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter/ circumference of the above said plane figures.
(In calculating area of segment of a circle, problems should be restricted to central angle of 60^0, 90^0 and 120^0 only. Plane figures involving triangles, simple quadrilaterals and circle should be taken)

2. Surface Areas and Volumes **(06 Marks)**

1. Problems on finding surface areas and volumes of combinations of any two of the following cubes, cuboids, spheres, hemispheres and right circular cylinders/ cones. Frustum of cone.
2. Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken)





UNIT VII: STATISTICS AND PROBABILITY

1. Statistics **(06 Marks)**

Mean, median, and mode of grouped data (Bimodal situation to be avoided).
Cumulative frequency graph.

2. Probability **(04 Marks)**

Classical definition of Probability. Connection with probability as given in Class IX.
Simple problems on single events, not using set notation.

Internal assessment : 20 Marks

i. Pen paper test

ii. Project work like meassurment of school campus, perimeter of boundary etc.

iii. Attendence and participation.





COURSE STRUCTURE SOCIAL SCIENCE CLASS X

Time: 3Hrs.				**Max. Marks:100**
S.No	**Titles**	**Periods**	**Theory (Marks)**	**Internal Assessment (Marks)**
1.	India and the Contemporary World – II **(HISTORY)**	**65**	**25**	**20**
2	Contemporary India –II **(GEOGRAPHY)**	**55**	**20**	
3	Democratic Politics – II **(POLITICAL SCIENCE)**	**55**	**20**	
4	Economics, Disaster Management and Road Safety Education	**40**	**15**	
	.	**215**	**80**	

Title 1: India and the Contemporary World – II (HISTORY)

Themes	**Learning Objectives**	**Total Periods 65**	**Total Marks 25**
		Breakup of periods	Breakup of marks
Section 1: Events and Processes: 1. ***The Rise of Nationalism in Europe:*** ❖ The French Revolution and the Idea of the Nation ❖ The Making of Nationalism in Europe ❖ The Age of Revolutions:1830-1848 ❖ The Making of Germany and Italy ❖ Visualizing the Nation ❖ Nationalism and Imperialism	❖ Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830period. ❖ Establish the relationship and bring out the difference between European nationalism and anti colonial nationalisms. ❖ Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.	**14**	**06**





2. Nationalism in India: ❖ The First World War, Khilafat and Non – Cooperation ❖ Differing Strands within the Movement ❖ Towards Civil Disobedience ❖ The Sense of Collective Belonging	❖ Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement ❖ Analyze the nature of the diverse social movements of the time. ❖ Familiarize with the writings and ideals of different political groups and individuals.	**10**	**05**
Section 2: Livelihoods, Economies and Societies: ***Any one theme Between 3 and 4:*** ***3. The Making of a Global World:*** ❖ The Pre-modern world ❖ The Nineteenth Century (1815-1914) ❖ The Inter war Economy ❖ Rebuilding a World Economy: The Post- War Era OR **4. The Age of Industrialization:** ❖ Before the Industrial Revolution ❖ Hand Labour and Steam Power ❖ Industrialization in the colonies ❖ Factories Come Up ❖ The Peculiarities of Industrial Growth ❖ Market for Goods	❖ Appreciate the ideas promoting Pan Indian belongingness. ❖ Show that globalization has a long history and point to the shifts within the process. ❖ Analyze the implication of globalization for local economies. ❖ Discuss how globalization is experienced differently by different social groups. ❖ Familiarize with the Pro- to Industrial phase and Early – factory system. ❖ Familiarize with the process of industrialization and its impact on labour class. ❖ Enable them to understand industrialization in the colonies with reference to Textile industries.	**13** **11**	**06**




Section 3: Everyday Life, Culture and Politics: ***5. Print Culture and the Modern World:*** ❖ The First Printed Books ❖ Print Comes to Europe ❖ The Print Revolution and its Impact ❖ The Reading Mania ❖ The Nineteenth Century ❖ India and the World of Print ❖ Religious Reform and Public Debates ❖ New Forms of Publication ❖ Print and Censorship	❖ Identify the link between print culture and the circulation of ideas. ❖ Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. ❖ Understand that forms of writing have a specific history and that they reflect historical changes within society and shape the forces of change.	**12**	**05**
Section 4: Modernization of Erstwhile Jammu & Kashmir State. ***6.Post Independence Era :Jammu and Kashmir on the path of Modernisation*** ❖ Naya Kashmir Manifesto ❖ Economic and Social Reforms ❖ Agricultural and Infrastructural Development ❖ Era of Cooperatives ❖ New Space for Women ❖ Health Care Facilities ❖ Cultural Policies	❖ To understand the impact about various initiatives taken in different fields in Post Independence Era. ❖ To analyze the impact of different initiatives taken	**05**	**03**
Title 2: Contemporary India – II (GEOGRAPHY)		**Total Periods 55**	**Total Marks 20**
Themes	**Learning Objectives**	**Breakup of Periods**	**Breakup of Marks**
1. Resources and Development: ❖ Types of Resources ❖ Development of Resources ❖ Resource Planning in India ❖ Land Resources ❖ Land Utilization ❖ Land Use Pattern in India ❖ Land Degradation and Conservation Measures ❖ Soil as a Resource ❖ Classification of Soils ❖ Soil Erosion and Soil Conservation	❖ Understand the value of resources and the need for their judicious utilization and conservation	**09**	**05**




2. Forest and Wildlife * ***(To be assessed in Periodic tests)*** ❖ Types of Resources Biodiversity or Biological Diversity ❖ Flora and Fauna in India ❖ Vanishing Forests ❖ Asiatic Cheetah: Where did they go? ❖ The Himalayan Yew in trouble ❖ Conservation of forest & wildlife in India ❖ Project Tiger ❖ Types and distribution of forests and wildlife resources ❖ Community and Conservation	❖ Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources	**06**	
3. Water Resources: * ***(To be assessed in Periodic tests)*** ❖ Water Scarcity and The Need for Water Conservation and Management ❖ Multi-Purpose River Projects and Integrated Water Resources Management ❖ Rainwater Harvesting	❖ Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.	**07**	
4. Agriculture: ❖ Types of farming ❖ Cropping Pattern ❖ Major Crops ❖ Technological and Institutional Reforms ❖ Impact of Globalization on Agriculture	❖ Explain the importance of Agriculture in national economy. ❖ Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. ❖ Explain various government policies for institutional as well as technological reforms since independence.	**11**	**05**





5. **Minerals and Energy Resources** ❖ What is a mineral? ❖ Mode of occurrence of Minerals ❖ Ferrons and Non-Ferrons Minerals ❖ Non-Metallic Minerals ❖ Rock Minerals ❖ Conservation of Minerals ❖ Energy Resources Conventional and Non- Conventional Conservation of Energy Resources	❖ Identify different types of minerals and energy resources and places of their availability ❖ Feel the need for their judicious utilization	**09**	**04**
6. **Manufacturing Industries:** ❖ Importance of manufacturing ❖ Contribution of Industry to National Economy ❖ Industrial Location ❖ Classification of Industries ❖ Spatial distribution ❖ Industrial pollution and environmental degradation. ❖ Control of environmental degradation.	❖ Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. ❖ Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.	**07**	**03**
7. Life Lines of National Economy: ❖ Transport, Roadways, Railways, Pipelines, Waterways, Airways ❖ Communication ❖ International Trade ❖ Tourism as a Trade ***Note: The chapters 'Forest and Wildlife' and 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination**	❖ Explain the importance of transport and communication in the ever- shrinking world. ❖ Understand the role of trade and tourism in the economic development of a country.	**06**	**03**





Title 3. Democratic Politics – II (POLITICAL SCIENCE)		Total Periods 55	Total Marks 20
Themes	**Learning Objectives**	**Breakup of Periods**	**Breakup of Marks**
1. Power Sharing: ❖ Case Studies of Belgium and Sri Lanka ❖ Why power sharing is desirable? ❖ Forms of Power Sharing	❖ Familiarize with the centrality of power sharing in a democracy. ❖ Understand the working of spatial and social power sharing mechanisms	**07**	**05**
2. Federalism: ❖ What is Federalism? ❖ What make India a Federal Country? ❖ How is Federalism practiced? ❖ Decentralization in India	❖ Analyse federal provisions and institutions. ❖ Explain decentralization in rural and urban areas.	**08**	**05**
3. Democracy and Diversity: * **(To be assessed in Periodic tests only)** ❖ Case Studies of Mexico ❖ Differences, similarities and divisions ❖ Politics of social divisions	❖ Analyse the relationship between social cleavages and political competition with reference to Indian situation.	**05**	
3. **Gender, Religion and Caste:** ❖ Gender and Politics ❖ Religion, Communalism and Politics ❖ Caste and Politics	❖ Identify and analyse the challenges posed by communalism to Indian Democracy. ❖ Recognize the enabling and disabling effects of caste and ethnicity in politics. ❖ Develop a gender perspective on politics.	**07**	**03**
5. Popular Struggles and Movements:* **(To be assessed in Periodic tests only)** ❖ Popular Struggles in Nepal and Bolivia ❖ Mobilization and Organization ❖ Pressure Groups and Movements	❖ Understand the vital role of people's struggle in the expansion of democracy.	**05**	





6. **Political Parties:** ❖ Why do we need Political Parties? ❖ How many Parties should we have? ❖ National Political Parties ❖ State Parties ❖ Challenges to Political Parties ❖ How can Parties be reformed?	❖ Analyse party systems in democracies. ❖ Introduction to major political parties, challenges faced by them and reforms in the country	**09**	**03**
7. Outcomes of Democracy: ❖ How do we assess democracy's Outcomes? ❖ Accountable, responsive and legitimate government ❖ Economic growth and development ❖ Reduction of inequality and poverty ❖ Accommodation of social diversity ❖ Dignity and freedom of the citizens	❖ Evaluate the functioning of democracies in comparison to alternative forms of governments. ❖ Understand the causes for continuation of democracy in India. ❖ Distinguish between sources of strengths and weaknesses of Indian democracy.	**06**	**02**
8. Challenges to Democracy:* **(To be assessed in Periodic tests only)** ❖ Thinking about challenges ❖ Thinking about Political Reforms ❖ Redefining democracy	❖ Reflect on the different kinds of measures possible to deepen democracy. ❖ Promote an active and participatory citizenship.	**05**	
Addendum The Jammu and Kashmir Reorganization Act, 2019	❖ Understanding of the Re-organization Act, 2019 ❖ Knowledge about the different provisions of the act	**03**	**02**

*Note:
The chapters **"Democracy and Diversity", "Popular Struggles and Movements"** and **"Challenges to Democracy"** to be assessed in the Periodic Tests only and will not be evaluated in JK, BOSE Examination.





Title 4. Economics, Disaster Management and Road Safety Education		Total Periods 40	Total Marks (15)
Themes	**Learning Objectives**	**Breakup of Periods**	**Breakup of Marks**
Unit 1: Understanding J & K Economy ❖ Contribution of Major Sectors in the J and K ❖ Economic Importance of Primary Sector ❖ Agriculture Allied Sectors, Majors Crops , Live Stock, Horticulture ❖ Fisheries, Forest, Mining, Quarrying ❖ Economic Importance of Secondary Sector ❖ Economic Importance of Tertiary Sector ❖ Hurdles in Economic Development	❖ Concept of GDP and the contribution of various sectors to GDP ❖ Concept and Understanding of different Sectors of Economy ❖ Major issues in Economic Development	09	05
Unit 2: Employment Generation ❖ Potential and Scope for Employment generation ❖ Special Industry Initiative (SII J&K) ❖ Towards Employment Initiative ❖ Sectoral Initiatives taken by the Government for employment	❖ Significance of Employment generation. ❖ To Understand How Different Initiatives taken to boost the Economy	08	05
Unit 3. Financial Literacy (Stock market operations) to be assessed in periodic tests.	❖ **The learner should be able to understand how the stock markets operate.**	04	
Unit 4. Protecting Ourselves from Disasters* ❖ Survival Skills: Search and Rescue Skills ❖ Safe Construction Practices: Various Structural Safety Measures taken up for Constructing Disaster Resistant Building ❖ Emergency Communication during a Disaster ❖ Sharing Responsibility :Role of Individual, Community NGOs, Local and State Bodies ❖ Ill effects of Polythene	❖ Understanding of Role and Responsibilities during the Disasters. ❖ Promotion of Skills by Active and Participatory Approach in Management of Disasters.	09	05





Unit 5. Road Safety Education (to be assessed in periodic tests.) ❖ Introduction ❖ Why do Children have Accidents ❖ Who can Prevent Accidents ❖ Road Safety : Motor Vehicle (Amendment) Bill 2016 ❖ Traffic Authorities in India ❖ Traffic Offence and Penalties in India ❖ 4Es to prevent Accidents ❖ Road Safety Education Examples of Good Practices	❖ Understanding about the Road Mishaps and the Preventive Measures about Accidents ❖ Knowledge about the different Provisions and the Acts of Road Safety.	**10**	

Suggestive Projects for Class – X (Social Science)

1. Eminent women freedom fighters from different parts of India and present information through photographs, illustrations, writings, speeches, etc.
2. Collect information on the conditions of the peasantry, city dwellers, kings and nobility before the revolution and the kinds of inhuman practices that were followed in France/German
3. Prepare the following documents to organize a session of Parliament for a Parliamentary democracy.
    a. Officials required – Composition of the House.
    b. Seating plan diagram
    c. A Bill on any current economic or social value, for example child labour laws, women's reservation, free medical care bill.
    d. Documents on procedures
    e. A debate/speech on any issue either from the government or opposition side.
4. Write a report on how man's interaction with nature has resulted in different hazardous situations such as
    a. Deforestation and soil erosion causing floods and droughts.
    b. Faulty constructional practices leading to disastrous impact on life and property during cyclones and earthquakes.
    c. Water scarcity in rural and urban areas.
    d. Uncontrolled growth of settlements on hazardous hill slopes causing landslides.
5. Design posters/slogans/skits/songs for generating awareness about Road Safety among other school children.




6. Interview any of the Govt./Non-Government functionaries in your locality on their role in Disaster Management:

   Senior District Magistrate

   Additional District Magistrate

   Sarpanch

   Head of any NGO – dealing in Disaster Management

   Police inspector,\

   Superintendent of Police

   Civil Defence Warden.

Prescribed Books:

1- A textbook of History for Class 10th (India and the Contemporary World-II)

2- A textbook of Geography for Class 10th (Contemporary India-II)

3- A textbook of Political Science for Class 10th (Democratic Politics-II)

4- A textbook of Economics, Disaster Management, and Road Safety Education for Class 10th

   Published by Jammu & Kashmir Board of School Education.





SCIENCE

AIMS

The aims are to:

1. Provide, through well designed studies of the experimental and practical science, a worthwhile educational experience for all students, whether or not they intend to go on to study science beyond the secondary stage and in particular, to enable them to acquire sufficient understanding and knowledge to.

1.1 Become confident citizens in a technological world, and to take interest in matters of scientific importance

1.2 Recognize the usefulness and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life.

1.3 Be suitably prepared for studies beyond the secondary stage in pure sciences or in applied sciences or in science – dependent course.

2. **Develop abilities and skills that:**

   1.1 are relevant to the study and practice of science.

   1.2 are useful in everyday life.

   1.3 encourage efficient and safe practice.

   1.4 encourage effective communication.

3. **Develop Attitude relevant to science such as:**

   1.1 concern for accuracy and precision.

   1.2 objectivity

   1.3 integrity

   1.4 enquiry

   1.5 initiative

   1.6 inventiveness

1. **Stimulate interest in and care for the environment**

2. **Promote an awareness that:**

   2.1 Scientific theories and methods have developed and continue to do so as a result of cooperative activities of groups and individuals.

   2.2 The study and practice of science are subject to social, economic, technological ethical and cultural influences and limitations.

   2.3 The application of science may be both beneficial and detrimental to the individual, the community and the environment.





2.4 Science transcends national boundaries and that the language of science, correctly and rigorously applied is universal

Domains

The three domains in Science (Physics, Chemistry and Biology) are:

(a) Knowledge with understanding.

(b) Handling information and solving problems.

(c) Experimental skills and investigations.

Description of each domain is given below.

(a) **Knowledge with understanding**

1. Scientific phenomena, facts, laws, definitions, concepts, theories.
2. Scientific vocabulary, terminology, conventions (including symbols, quantities and units).
3. Scientific instruments and apparatus including techniques of operation and aspects of safety.
4. Scientific quantities and their determination.
5. Scientific and technological applications with their social, economic and environmental implications.

The curriculum objectives define the factual material that candidates may be required to recall and explain. Question testing these objectives will often begin with one of the following words; define state, describe, explain or outline etc.

(b) **Handling Information and Solving Problems**

Students should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical).

1. locate, select, organize and present information from a variety of sources;
2. translate information from one to another;
3. manipulate numerical and other data;
4. use information to identify patterns, report trends and draw inferences;
5. present reasoned explanations for – phenomena, patterns and relationships;
6. make predictions and hypotheses;
7. solve problems;

These skills cannot be precisely specified in the curriculum objectives because question testing such skills are often based on information which is unfamiliar to the candidate. In answering such question, candidates are required to use principles and concepts that are within the syllabus and apply them in a logical, deductive manner to a novel situation.

Question testing these skills with often being with one of the following words; Discuss, predict, suggest, calculate or determine etc.





(c) **Experimental Skills and Investigations**

Students should be able to

1. use techniques, apparatus and materials;
2. make and record observations, measurements and estimates;
3. interpret and evaluate experimental observations and date;
4. plan, investigate and/or evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and materials).




SCIENCE

Maximum Marks 100

Theory Marks: 80 (Physics + Chemistry + Biology: 26+26+28) **Time allotted: 3 hrs**

Internal Assessment: 20 Marks

Section – I (Physics)

Marks :26

Unit 1:- Light- Reflection and Refraction **Marks 08**

Reflection of light, spherical mirrors; image formation; use of spherical mirrors.

Sign conventions for spherical mirrors; relation between focal length and radius of curvature; mirror formula (only relation) (Numerical Problems); magnification.

Refraction of light, refraction through a glass slab, refractive index, Conditions for no refraction.

Spherical lenses, image formation, sign conventions, lens formula (only relation) (Numerical Problems), Magnification (Numerical Problems), Power of a lens (Numerical Problems).

Unit 2: The Human Eye and the Colorful World **Marks 05**

Human eye; power of accommodation; defects of vision and their correction.

Glass prism (refraction and dispersion).

Atmospheric refraction – twinkling of stars and color of sun at sunrise and sunset.

Unit 3 :-Electricity **Marks 06**

Concept of electric charge;

Electric current; electric potential and potential difference;

Ohm's law and experimental verification ; resistance and its dependence; combination of resistances (series and parallel) (Numerical Problems)

Heating effect of current – Electric power and energy (Numerical Problems)

Unit 4: Magnetic Effects of Current **Marks 04**

Orested Experiment; Magnetic field and field lines.

Magnetic field due to a current carrying current – Straight, coil (loop) and solenoid (qualitative only).

Force on a current carrying conductor in a magnetic field.

Electric Motor; Domestic electric circuits.





Unit 5:Sources of Energy **Marks 03**

Various sources of energy; conventional sources of energy; improvement in technology for using conventional source of energy (Biomass and wind energy).

Non- conventional sources of energy (Solar energy, Energy from sea).

Nuclear energy (Nuclear fusion and nuclear fissions).

Lasting of energy sources.

SECTION – II (CHEMISTRY) Marks 26

Unit 1: Chemical Reactions and Equation **Marks 05**

Chemical equation, writing of chemical equation; Balancing chemical equations.

Types of chemical reactions, viz. Combination reactions; Decomposition reactions; Displacement reactions; Double displacement reactions; Oxidation and reduction.

Effects of oxidation and reduction reactions in everyday life, viz, corrosion and rancidity.

Unit 2: Periodic Classification of Elements **Marks 04**

Early attempts regarding classification of elements; like Dobereiner's triads, Newland's law of octaves (non evaluating).

Mandeleev's periodic table, its achievements and limitations.

Modern periodic table; position of elements, trends in modern periodic table viz, Valency, Atomic size, Metallic and non- metallic properties.

Unit 3:- Carbon and its Compounds **Marks 06**

Bonding in Carbon, Covalent bond, Allotropes of carbon;

Versatile nature of carbon; Saturated and unsaturated hydrocarbons; chains; branches and rings, homologous series and its characteristics; nomenclature of Carbon compounds.

Chemical properties of carbon compounds viz. combustion; oxidation; addition and substitution reactions.

Important Carbon compounds like Ethane and Ethanoic acid Properties of Ethanol and Ethanoic acid.

Soaps and Detergents.




Unit 4: Metals and Non metals **Marks 06**

Physical prosperities of metals and non- metals.

Chemical properties of metals like action of water, air, acids, salts; Reactivity series of metals.

Cause of reactivity of metals and non- metals.Properties of Ionic compounds.

Occurrence of metals; their extraction, enrichment of ores. Extraction of metals in accordance with activity series; refining of metals.

Corrosion of metals and its prevention.

Unit 5: Acids, Bases and Salts **Marks 05**

Idea about acids and bases; chemical properties of acids and bases viz. Action of metals, metal carbonates, metal hydrogen carbonates (only in case of acids), metallic acids; non- metallic acids and bases.

Similarities in acids and bases; reaction of acids and bases with water.

Strength of acid and base solutions; pH, its importance.

Idea of salts, their family and pH.Chemicals from common salts like Sodium hydroxide, Baking soda and Washing soda; Hydrated salts, Plaster of Paris.

SECTION – III (BIOLOGY) **Marks: 28**

Unit I: - Life Processes **Marks 7**

- What are life Processes?
- Nutrition – Autotrophic Nutrition, Heterotrophic Nutrition. How do animals obtain their nutrition? Nutrition in Human beings.
- Respiration.
- Transportation: Transportation in Plants.
- Excretion: Excretion in Human beings, Excretion in Plants.

Unit II:- Control and Co-ordination **Marks 4**

- Animals – Nervous System, What happens in Reflex Action? Human Brain; How are these tissues protected? How does Nervous tissue cause action?
- Coordination in Plants, immediate response to stimulus, movements due to growth.
- Hormones in Animals.





Unit III:- How do Organism Reproduce **Marks 5**

- Do organisms create exact copies of themselves? The importance of variation.
- Modes of reproduction used by unicellular organisms. Fission. Fragmentation, Regeneration. Vegetative Propagation, Budding, Spore Formation.
- Sexual Reproduction: Why the sexual mode of reproduction? Sexual reproduction in flowering plants, Reproduction in human Beings. Male Reproductive System, Female Reproductive System. What happens when the egg is not fertilized? Reproductive Health.

Unit IV: Heredity and Genetics **Marks 4**

- Accumulation of variation during reproduction.
- Heredity: Inherited traits, Rules for the interitance of traits, Mendel's contribution. How do these traits get expressed? Sex determination.
- Acquired and Inherited traits.
- Speciation.
- Classification, tracing evolutionary relationships, fossils, evolution by stages. Evolution should not be equated with progress.

Unit V:- Our Environment **Marks 4**

- What happens when we add our waste to the Environment?
- Ecosystem – What are its components? Food chains and Webs.
- How do our activities effect the environment? Ozone layer and how it is getting depleted. Managing the garbage we produce.

Unit VI:- Management of Natural Resources **Marks 4**

- Why do we need to Manage our Resources?
- Forests and Wild life, Stake holders, Sustainable Management, Dams, Water harvesting. Coal and petroleum.
- An overview of Natural Resources Management.





PRACTICAL WORK

List of Practicals

Section – I

(PHYSICS)

Section 1

1. Verify the laws of reflection using mirror strips.
2. Verify the laws of refraction using glass slab, and find the refractive index of the material.
3. Show that the image is as far behind the plane mirror as the object is in front of it.
4. Trace the path of rays through a glass prism and measure the angle of deviation. (2 obs).
5. Using a glass prism, Prove that $\angle i+\angle e=\angle A+\angle d$
6. Find the focal length of convex mirror using the candle wire gauge and screen.
7. Trace the path of a ray of light through a glass slab and show that the angle of incidence is equal to the angle of emergence.
8. Verify Ohm's law (3 observations).
9. Prepare an electromagnet and observe the relation between the direction of current and polarity of the electromagnet.
10. Draw the magnetic lines for a bar magnet using a compass needle.

Project work

1. To construct an Astronomical Telescope using two convex lenses.
2. Prepare a model showing the production of thermo electric energy.
3. To generate wind energy using a wind mill.
4. Prepare an electromagnet.
5. To prepare a model to demonstrate Orested experiment.





SECTION – II
(CHEMISTRY)

1. Determine the pH of water obtained from different sources (at least four)
2. Determine the pH of juice obtained from different fruits.
3. Simple volumetric acid – base titrations.
4. Preparation of soap.
5. Preparation of hydrogen gas by the action of diluted sulphuric acid oil and study the properties.
6. To test the conductivity of various salt solutions.

Project work

1. Make a list that contains.
   Five elements in the free state and
   Five elements in the combined state.
2. To frame modern periodic table.
3. To make models of alkanes.

SECTION – III
(BIOLOGY)

Biology (Section III)

1. Identification of organs through charts/ Models of the following.
   a. Digestive system in humans.
   b. Circulatory system in humans.
   c. Nervous system in human beings.
   d. Respiratory system in human beings.
2. To study the reproductive organs of a flower.
3. To measure the body temperature and observe pulse rate.
4. To measure the blood pressure using sphagnometer.
5. To show that green plants synthesize carbohydrates.
6. To prepare and study the temporary mount of Lactobacillus.
7. To study the microorganism in stagnant water under microscope.
8. To study Mendelian ratios using pea seeds.




Project work

a. Preparation of vermicompost (earth worms).
b. Making a herbarium (At least 10 aquatic and 10 terrestrial plants).
c. Effects of water pollution

Or

Air Pollution

Or

Noise pollution

COURSE WORK
(SCIENCE)

School based assessment under (Continuous and Comprehensive Evaluation):

While unit tests and term tests to be conducted by the schools under the scheme of Continuous and Comprehensive Evaluation are for Testing and coaching for the Board Examination, the course work component has been designed to provide a Frame work to create scientific temper amongst the students by developing in them attitudes relevant to science like.

1. Concern for accuracy and precision.
2. Objectivity.
3. Integrity.
4. Enquiry.
5. Initiatives and
6. Inventiveness

The course work allows particular emphasis on 'Practical work' and experimental skills as identified in Domain 'C' on page under Aims of science.

In order to develop and assess these skills students may be asked to carry out atleast two exercises/ assignments/ project work on the themes drawn from the syllabi for Physics, Chemistry and Biology exercise given under assessment of course work.

The assessment in grade is to be communicated to the Board as per guidelines laid down in the Continuous Comprehensive Evaluation Scheme and directions given by the Board from time to time.

Note While the themes for course may be drawn from the syllabi, some of the theme are given for guidance.





1. To demonstrate propagation of waves through
   (i) Stretched rope
   (ii) Water surface, and
   (iii) Slinky.
2. To determine distance of distinct vision.
3. To construct simple working models of microscope and telescope.
4. To measure and record (tabulation) temperature of different metal placed in the sun and interpret the experimental data.
5. Construct a model of a solar cooker using aluminium foil as a concave reflector (or any other suitable reflecting surface) and demonstrate its use.
6. Construct a model of windmill and show its usage or develop a working model using unconventional source of energy and show its usage in day-today life.
7. Measure the temperature of four different substances (sand, saw dust, wheat, floury charcoal powder or any metal powder) given to your keep the materials in Sun for ten minutes then record their temperature. List the materials in descending order of their temperatures.
8. Take a beaker half filled with water and a solar cooker (or any other improvised model of the solar cooker) containing some water and measure the initial temperature of water in beaker and water in solar cooker. Then keep them in sun light or about 10 minutes. Measure the final temperature of both, Record the difference. Draw your own conclusions.
9. To collect different samples of water from different sources and to test them with soap solution to identify them as hard and soft water.
10. To remove temporary hardness of water by boiling.
11. To show the presence of:
    (i) Water vapour.
    (ii) Dust particles and
    (iii) Carbon dioxide atmosphere.
12. To identify the product of combustion of different kinds of fuels.
13. To find what happens to iron in presence of air and water and identify the conditions under which iron can be protected from rusting.
14. Study of cell division stage from permanent slides or from tip of shoot and root.
15. To show that Light is necessary for photosynthesis.
16. To show oxygen evolves during photosynthesis.
17. Study of micro organism in pond/ sewer water under the microscope.
18. Study of curd (for bacteria) under the microscope.




19. To show that green plants synthesis carbohydrates.
20. You are given a weighed mass of a fresh plant material. Dry the plant in oven and calculate the percentage of water content in the given sample.

Note:

1. Private students are exempted from undertaking course work.
2. Grade awarded to candidates appearing under exemption category (students who appeared as regular student but failed), shall be carried forward.





ASSESSMENT

A. **(Board Examination)**

1. **Theory**

In theory the subject shall have 80 marks spread over one single question paper containing three sections, viz, Section – I based on the syllabus of Physics and Section – II based on the syllabus of Chemistry and Section – III based on the syllabus of Biology having a weightage of 80 marks and 3 hours duration.

Section I (Physics)	:	**26 marks**
Section II (Chemistry)	:	**26 marks**
Section III (Biology)	:	**28 marks**

Each section shall contain

(i)	Three long answer questions with internal choice each in 5 marks	**3 x 5 = 15 marks**
(ii)	7 short answer questions with internal choice each of 3 marks	**7 x 3 = 21 marks**
(iii)	6 very short answer question each of 02 marks	**6 x 2 = 12 marks**
(iv)	32 multiple choice items each of 01 mark	**32 x 1 = 32 marks**
	Total marks for Physics, Chemistry and Biology Section: 80 marks	

II. Practicals

External Assessment

There shall be practical paper conducted by concerned subject teacher carrying of 15 marks and 3 hours duration containing three sections one each for assessing practical skill in Physics, Chemistry and Biology. Each section will contain 2 practical/ exercises and every student shall be required to do one practical/ exercise from each section. Each practical/ exercise in each of the section shall be of 5 marks.

(A) **The experimental skills underlying each practical/ exercise are to be assessed in the following manner;**

(i)	Using and organizing techniques, apparatus & materials.	**01 marks**
(ii)	Handling experimental observations and data (Calculation/ result)	**08 marks**
(iii)	Interpretation/ Inferences	**01 mark**
(B)	**Viva – Voce:**	**03 marks**

For Viva – voce only such Questions are based on the practical (s) exercise (s). The student attempts may be asked. The questions asked should pertain to Concept/ Formulas/ Principles/ procedure of experiment, precautions etc.





(C) **Note book/ Practical record:** **02 marks**

Marks are to be awarded on the basis of regularity in submitting the record work; Number of practicals recorded; general neatness; recording experiments in proper manner.

Note:

The practical files / assessment records of all the candidates shall be maintained individually by the concerned subject teacher and shall kept these records upto six months after the commencement of examination for record purposes.

Internal Assessment

School based Assessment (portfolio / Assignment/ Project work): **05 Marks**

Every student shall have to work on at least one piece of work of his/ her choice during the academic session.

Book Prescribed:

A Textbook of Science for Class X Published by J&K Board of School Education.




COMPUTER SCIENCE

Maximum	**:**	**100 Marks**
Theory	**:**	**40 marks**
Practical	**:**	**60 Marks**
Time	**:**	**1 Hour**
Unit I	**:**	**IT Basics**
Unit II	**:**	**IT Tools**
		MS Access
Unit III	**:**	**IT Tools**
		HTML
Unit IV	**:**	**IT Applications**

Unit – I : IT Basics

Internet World Wide Web, Web Servers, Web Browsers, HTML, Web address, e-mail address, URI, HTTP.

Services available on Internet: Information retrieval, Electronic Mails, Locating sites using search engines and finding people on the net, Chat, Video Conferencing FTP, downloading and Uploading files from or to remote site, Newsgroup.

Unit – II : IT TOOLS

MS-Access

Basic concepts and need for a database. Creating a database, Setting the Primary Key Inserting data into a database, Inserting and deleting fields. Inserting and deleting Records, Data Validation: Field Size, Default Value, Validation Rule, Validation Text, Required, Allow Zero length.

Unit-III: HYPER TEXT MARKUP LANGUAGE

Basic Concept of Web Browsers with emphasis on popular browsers, Internet Explorer and Netscape navigator.





HTML Fundamentals:

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, elements in HTML container and Empty elements, Designing Web pages using the following elements.

HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT (Attributes: COLOR, SIZE, FACE), BASEFONT (Attributes: COLOR, SIZE FACE), CENTER, BR (Break) HR, (Horizontal Rule. Attributes: SIZE, WIDTH, ALIGN, NOSHADE, COLOR), COMMENTS; for com-ments, H1, H6 (Heading), P (Paragraph). B(Bold), I (Italics), U (Underline), UL & OL (Unordered list & Ordered List Attributes: TYPE, START, LI (List Item), Insertion of images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT ALIGN)

Internal and External Linking between Web pages: Significance of linking, A–Element (Attributes: NAME, HREF, TITLE, ALT)

Unit IV – IT Applications

Students are suggested to work on the following areas using Access and HTML on topics implementing the tools covered in the course.

Domains:

Database

Personal Data Management System

Employee Payroll

Stock Inventory

Website Designing

Travel and Tourism

Rule India

Environment and Pollution.

Note:

1. Teachers are requested to demonstrate some other popular software for word processing. Presentation, Spreadsheet, Database management, System which support Hindi and/ or some other Indian Language (s). (Leap, Office is an example of Office suit with Indian Language support).
2. Students are suggested to prepare some documents/ presentations of their IT Application report file, in Indian Language (s).





PRACTICALS

Internal One Practical Paper	**:**	**30 Marks**
Duration of examination	**:**	**2 hours**
Distribution of Marks		
(a) Hands on Experience	:	**(2 Exercises)**
(i) Using Internet	:	**05 Marks**
(ii) MS- Access	:	**10 Marks**
(a) (b) IT Application Report File	:	**10 Marks**
(b) (c) Viva- voce	:	**05Makrs**

Design of Practical Question Paper

There is no pre- set question paper provided by the Board for conducting practical examination. This flexibility has been provided to give more freedom to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the School. However, detailed instruction on the basis of syllabus, distribution of marks and conduction of practical examination has been provided. Examiners can set the question paper according to the prescribed curriculum and distribution of marks.

(A) Hands on Experience **15 Marks**

(i) Using Internet **05 Marks**

A problem using Internet

Send e- mail

(ii) MS- Access **10 Marks**

A problem in MS Access related to some of the tools given below to be tested during Examination.

Creating an entering data into a database

Setting the primary key.

Data Validation.

Note:-Printouts of the documents should be attached with the answer sheets.

(B) IT Application Report file: Students are supposed to marks a IT Application Report File containing real life assignment using.

MS – Access

Documents of MS Access (At least 5) **10 Marks**

Viva – voce **05 Marks**





External One Practical Paper

Duration of Examination : 2 Hours

Marks : 30

Distribution of marks

(a) Hands on Experience (2 Exercises)

(i)	Using Internet	**04 Marks**
(ii)	HTML	**11 Marks**

(b) IT Application Report File **10 Marks**

(c) Viva **05 Marks**

Design of Practical Question Paper

There is no pre-set question paper provided by the Board for conducting practical examination. This flexibility has been provided to give more freedom to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the school. However, detailed instruction on the basis of syllabus, distribution of marks and conduction of practical examination has been provided. Examiners can set the question paper according to the prescribed curriculum and distribution of marks.

(A) Hands- on Experience **15 Marks**

(i)Using Internet **04 Marks**

A problem using internet.

Searching pm a given topic and collecting relevant information.

(ii) HTML **11 Marks**

A problem on Web page designing (Minimum 2 pages) to be given which will cover some of the following HTML elements:

- HTML, HEAD, TITLE, BODY
- FONT
- CENTER, BR, HR, B,I,U,P
- Comments

The students are supposed to know the tools and style for desiging the real life applications.

- Designing Web Pages for their School.
- Designing Web Pages for their personal interest.

Break up of Marks (HTML)




Visual effect	:	4
Linking	:	2
Tools used	:	5

Note: Printouts of the documents should be attached with the answer sheets.

(B) IT Application Report File **10 Marks**

Students are supposed to mark a IT application Report File containing real life presentations.

Report File must have printouts of the following.

HTML source code along with browsers view (at least 10)

Web Pages (Minimum 5) designed for the school (Both HTML code and the browser view).

(C) Viva **05 Marks**

WORK EXPERIENCE

The nature of essential activities at the secondary stage (Classes IX – X) will remain the same as proposed for class VI to VIII. However, their complexity will increase by adding more dimensions with a definite prevocational focus and on the job work.

1) Use of bus and railway time tables.
2) Milking of dairy animals.
3) Reception work in school.
4) Preparation & distribution of midday meal/snacks in composite schools.
5) Preparation of teaching aids preferable low cost/ no cost teaching/ learning material and equipment for self and lower classes.
6) Helping school authorities in organizing exhibitions, picnics, tour and excursions etc.
7) First aid activities like counting of pulse, taking of temperature and bandaging of wounds after their cleaning.
8) Helping traffic police regulation of traffic.
9) Plantation of shady/ fuel, ornamental/avenue trees.
10) Preparation of family budget and maintenance of daily household accounts
11) Acquaintance with common fertilizers and practices and their application with appropriate equipment.
12) Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
13) Handling farm animals for feeding, washing or general examination.
14) Preparation of soak- pit for collecting liquid from the cattle shed.
15) Studying the nutrition and health status of people in a village/city, slum/tribal area.




16) Helping in community programmes and enhancing the nutrition. Health and environmental status of the community through door-to-door contact programmes.
17) Digging branch latrines during festivals and maintaining them hygienically.
18) Participation in adult literacy programmes.
19) Helping in child- care.
20) Volunteer work in hospital and fairs, floods and famines and in an accident, etc.

Note work practice at this stage may also take the form of project with sequential activities relating to vocations in production or services sector. Each student should be required to take two projects in and outside the school, depending upon the availability of resources and time. Students should be required in and outside the school depending upon the availability of resource and time, select project in such a way that at least two need areas are covered. The projects should provide vocational orientation.

A list of project is given below

1. Raising of flowers, vegetables, plants and their seedlings in nurseries.
2. Repair and maintenance of equipment for plant protection.
3. Prefabrication of irrigation channels.
4. Developing plants by vegetative propagation- budding, grafting, cutting, layering, etc.
5. Raising poultry birds (1) for eggs, (2) for table purposes.
6. Making bakery and confectionery products.
7. Food preservation – making of jam, jelly, tomato, ketchup – pickles.
8. Project relating to non-conventional sources of energy – Sun, wind, tides, bio-gas, etc.
9. Cookery skills.
10. Bee – keeping, bottling and marketing of honey.
11. Silkworm rearing for sale or yarn making.
12. Mushroom cultivation for consumption, preservation or sale.
13. Fish rearing in small ponds.
14. Post – harvest technology and safe storage of food grains.
15. Use of bacterial fertilizers.
16. Preparation of milk products.
17. Plant protection against pests and diseases.
18. Soil testing reclamation measures.
19. Preparation of stationery items such as files, file- boards, registers, writing pads, stamping ink, etc.
20. Toeing and dyeing and screen- printing as commercial ventures.
21. Garment making





22. Repair and maintenance of domestic electrical gadgets.
23. Preparing electric extension boards for use in home/school or for sale.
24. Motor – winding as trade.
25. Photography- commercial.
26. Preparation of decoration pieces of a more sophisticated nature out of Plaster of Paris.
27. Mat and carpet weaving.
28. Doll- making.
29. Hand embroidery.
30. Typewriting with adequate proficiency.
31. Stenography.
32. Preparation of nutritious snacks.
33. Preparation of a variety of teaching aids for use in school.
34. Plumbing.
35. Running a cooperative store.
36. Running a student's bank.
37. Running a book bank.





HEALTH AND PHYSICAL EDUCATION

SPECIFIC OBJECTIVES:

Health Education

1) To develop favourable attitude towards good health habits.
2) To prepare the individual for contribution towards the solution of common health problems.
3) To prepare the individual to contribute to environmental hygiene.
4) To develop active in good posture, exercise, rest, sleep, & food.
5) To develop favourable for participating in immunization programmes.
6) To develop favourable attitude to observe safety rules in and out of home.
7) To develop favourable attitudes towards health living through observance of health habits and such practices that contributes to good health.
8) To acquaint the individual with harmful effects of smoking, drinking and abuse of drugs.
9) To develop favourable attitude to cooperate with health, police and other organizations in the interest of efficient service to the community.
10) To enable the individual to make right decision relating to principles and practices of consumer health.
11) To enable the individual to practise and acceptable health habit and shun from practices and habits, like smoking, drinking etc.

Physical Education

1) To promote physical fitness and organic efficiency.
2) To develop awareness regarding importance of physical fitness and organic efficiency in individual and social life.
3) To develop awareness regarding transfer of fundamental process to physical activities of one's choice.
4) To develop interest in exercise, sports and games for self- satisfaction in present later life.
5) To enable an individual to give evidence of talent and such traits as self- mastery, discipline, courage, confidence and efficiency.
6) To enable an individual to display sense of responsibility, patriotism, self- sacrifice and service to the community in a better way.
7) To develop awareness to good posture so that one may strive to maintain good posture.
8) To enable an individual to lead an enthusiastic and active life.
9) To enable an individual to practise socially acceptable behaviour pattern in an impressive manner.





HEALTH EDUCATION

There shall be one paper of 100 Marks of 3 hrs. duration.

1. **Personal Health**

   Signs and symptoms of diseases, desirable practices to prevent diseases AIDS and Venerable diseases.

2. **Environment Health**

   (i) Protection of water against contamination.

   (ii) Use of water for drinking and cooking.

   (iii) Air; factors of air pollution.

3. **Food and Nutrition**

   Balanced diet from locally available food; food habits; healthy cooking practices; food preservation and conservation.

4. **Control of Diseases**

   Participating in popularization of immunized programme, precautions against communicable diseases and epidemics, participating in naturalization of natural calamities like floods, droughts, cyclones, etc.

5. **Consumer Education**

   Making wise decision in respect of various consumer products on the basis of their claims the form of advertisement; developing skills of distinguishing between a quack and a medical practitioner.

6. **First – Aid Home Nursing**

   Various steps of safety, first – aid home nursing.

   (a) Organisation of first – aid teams.

   (b) Preparing and using first – aid kit.

   (c) Participation in safety measure against fire, air- aids and other measures. Knowledge of causes and condition of athletic injuries and developing code of conduct for safety and safety measures.

7. **Physical Education**

1. **Athletics**

   a) Repetition of skills & techniques of the events learnt in the previous class.

   b) Hurdles – 11o m. Low (3 height), Warming up exercises, running over the sticks, setting leading action.

   c) Conditioning Specializing; Sprints; endurance run jumps, throw.




MAJOR GAMES (ANY TWO)

1. Badminton

(a) Repetition of skill learnt in the Previous class.

(b) Drills to develop techniques of spin service, flat Service; floating; pushing; drop.

(c) Game practice.

2. Basket – Ball

(a) Repetition of skills learnt in the previous class.

(b) Practicing drills and offensive and defensive.

(c) Positional play.

(d) Training for endurance and speed.

3. Cricket

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop offensive and defensive tactics.

(c) Training – Endurance

(d) Practice matches.

4. Foot – Ball

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop techniques Kicking; Trapping, Shooting into goal, Dribbling, Goal Keeping.

(c) Position play pushing, Kicking, Dribbling, Scooping, Goal Keeping, Goal Shooting.

(d) Positional play.

(e) Offensive and defensive tactics- Training- Endurance, Speed & Moves.

(f) Training for endurance and speed.

(g) Regulation.

5. Hand Ball

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop techniques- passing, Shooting, Goalkeeping, Blocking.

(c) Offensive and defensive tactics.

(d) Positional play.

(e) Training to develop different moves, speed and endurance.

(f) Regulation games.





6. Hockey

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop Techniques, Passing, Hitting.

7. Kabaddi

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop techniques.

(c) Offensive and defensive tactics.

(d) Regulation game.

8. Kho – Kho

(a) Repetition of skills learnt in the previous class.

(b) Skills – single and double chain dodging.

(c) Practice of skills.

(d) Regulation game.

9. Volley- Ball

(a) Repetition of skills learnt in the previous class.

(b) Skills – Passing

(i) Upper hand pass and turn.

(ii) Upper hand pass with back and side roll.

(iii) Blocking.

(c) Positional play.

(d) Offensive and defensive tactics.

(e) Regulation game.

BOYS

III. Gymnastics:

Repetition of skills learnt in the previous class:

A. **Skills part**

Floor Exercises:

1. Combination of previously learnt exercises.
2. Flip – flop through teaching stages with the help of a teacher.
3. Forward salto with take – off from the spring board.

Note: Skill No 2 & 3 should only be taught keeping in view the capability of an individual.





Parallel Bars

(i) Upper arm swing.
(ii) Back upraise.
(iii) Up start.
(iv) Swing in support position.

Vaulting Horse

(i) Mastery over the teaching stage of straddle vault on long Horse.
(ii) Complete straddle vault on long Horse.

Horizontal Bar

(i) One leg up- start.
(ii) One leg circle backward.

B. **Conditioning Exercises**

This aspect should in include various exercises to develop strength, endurance, speed, agility, flexibility and coordination.

GIRLS

Gymnastics

Repetition of skills learned in the previous class.

A. **Skill Part**

Floor Exercises

1) Mastery over the previously learnt skills with emphasis on dancing movements incorporating with music.
2) Flic- flac through various teaching stage keeping in view the capability of an individual.

Balancing Beams

1) Combination of various movements.
2) Various kinds of jumps on balancing beam.
3) Straddle legs sitting on balancing beam.





Vaulting Horse

1. Mastery over the various stages of handspring.
2. Complete handspring, keeping in view the capability of an individual.

B. **Conditioning Exercises:**

This aspect should include various exercises to develop strength, endurance, speed, flexibility agility, rhythm and coordination.

IV. Yogic Exercises

1. Shalabhasan
2. Garabhasan
3. Naukasan
4. Shirshasan
5. Hjoolasan
6. Brishabhasan
7. Oordh Sarvangasan
8. Hast-Padangushasan
9. Uttan-Kooramasan
10. Surya–Namaskarm

V. Combative

A. **Wrestling**

1. Repeating the previous skills learnt in the previous classes.
2. Pinning holds.

(a) Single arm roll
(b) Single arm roll with one leg.
(c) Double arm roll from underneath.
(d) Cradle.
(e) Crought lift.
(f) Break down and counter for above holds.

3. Regulation Bouts

I. **B. Dagger Fight (Jambia)**

(a) Repetition on the strokes and defense skills learnt in the previous class.
(b) Stroke to a part of the body and defense. Fight after dagger release.
(c) Repetition on the strokes and defense skills learnt in the previous class.





(d) Stroke to a part of the body and defense.
(e) Fight after dagger release.
(f) Demonstration fight.

(g) **VI. JUDO**

1. History and its Developments.
2. Rules of the Judo.
3. Conditioning.
4. Purpose & methods of Randori/ Yakshoku- Rensho.

Skills

1. Thanai Goshi (Spring Hip Throw)
2. Tato Otoshi (Body Drop)
3. Koshi Gurma (Hip Wheel)
4. Satomaki Komi (Outside Drop)
5. Akuti Eri Jime (Sliding Lapel Check)
6. UdeGarami and Gatani
7. Hand Spring
8. Counter Techniques and Contests.

Terminology

Ippon	Pull Point
Wazzari	Almost Ippon
Yuko	Almost Wazzari
Koka	Almost Yuku
Shido	Note
Chui	Chuation
Keikoku	Warming up
Hikwake	Draw
Osackomi	Holding
Toketa	Hold Broken
Newaza	Ground Technique
Matte Maitta	Wait
Sonamama	Don’t move
Yoshi	Start Again




VI. Swimming (Optional)

1. Repeat the skills learnt earlier
2. Develop the skills of all the four stroke.
3. Simple ways of entry in the water (life/ saving)
4. Release from the victim.
5. Simple method of carry – Head Cross Chest.
6. Methods of resuscitation.





ART EDUCATION

There shall be one paper of 100 marks and 3 hours duration.

1. **Two Dimensional or Pictorial Activities.**

(i) Study of visual resources and their expression.

(ii) Study of line, strokes, marks, tones, textures, etc., While organizing two dimensional spaces with 2 dimensional and 3 dimensional shapes and forms.

(iii) Creative use of perspective in spatial relationship.

(iv) Creative use of colour to show space, atmosphere, etc.

(v) Use of contrast as an expressive element of art.

2. **Study and use of various media and techniques to the extend of their availability.**

(i) Crayon, charcoal pencil colours and gouacha, acryline colour and other unconventional source of colours and tools on various surface such as papers, canvases, hard- board, simple marking cloth pasted on paper etc.

(ii) Collage and mosaic work with coloured papers

3. **Group Activities**

(i) Organizing display and exhibitions of student's periodical and sessional work.

(ii) Organizing inter-school art exhibitions (not with a view to competition and prize distribution but with a view to widen interaction).

(iii) Planning and arranging cultural evenings, musical concerts, film shows and other performances (including other regional and folk community art forms).

(iv) Participating in study trips to museums, botanical, gardens, zoological gardens, and art galleries and art institution etc. for greater awareness of the environment & cultural varieties.

4. **Theoretical understanding of Art**

(i) Short notes with suitable reproductions on important aspects of Indian Art and Culture.

(ii) Important contemporary Artists and Art movements.





PAINTING

There shall be one paper of 100 marks and 3 hours duration.

Painting of Memory

Simple composition in (Water/ Poster/ Pastel) Colours on given subject based on sketching from life.

Or

ART AND DRAWING

There shall be one paper of 100 marks and 3 hours duration based on the following contents:

I. **Design and colour design**

Principles of ornament naturalistic, conventional, abstract arrangement of the forms and details, compressing, repetition, alternation, symmetry, radiation, balance proportion, variety, rhythm, contrast, fitness, and utility ornamental filling of given spaces mander, unit repeat, drop, repeat all over pattern, border designs, angle and elbows. Centre chands and corners, tracing and transferring of design suitable embroidery, carpentry, namda making, gabba, applique, and hook work, car co printing, wall decoration, and stenciling.

II. **Colour**

Difference in spectrum colours and pigment colours, practice in pigment colours, primary, secondary and tertiary colours, preparation of tints and shades, colour harmony and contrast, juxtaposition of colours mixing and matching of colours.

Medium to be used: Tempera powder colours, pastel colour and water colour .

Or

Geometrical Design, Solid Geometry and Scale drawing

I. **Geometrical Design**

Banded design based on Geometrical form all over geometrical patterns, designs suitable for sealing covers such as Khutamband, Bandircom, Chargola, Latic, design (woollen pingraz) based on geometrical form such as stars, lyzones etc.

Medium to be used: Water colour, Pastel colour.

I.1 **1.1 Solid Geometrical Drawing**

Drawing from cube, prism, cone, pyramid, cylinder in different angles showing deviation and plan according to scale.





III. Scale Drawing

Preparation of simple scale and diagonal scales, drawing from simple carpentry articles showing plan, side elevation and from elevations such as paper trays, teapots, sitting garden bench, stool, chair etc.

MUSIC

There shall be one theory paper of 25 marks and 2 hours duration and a practical paper of 75 marks and 3 hours duration.

THEORY PAPER

Marks: 25 **Time: 2 Hours**

1. Definition of the following terms:
   Sangeet Shruti, Swras and its kinds, Septak (Mander, Madha and Tar Sthai Antra Rag Thath, Laya, its kinds,Pakar, Vadiswra Aavadi and Varj).
2. To write Teen Taal, Dadra and Katherawa in Singal lays.
3. The Main parts of Musical instruments in practice.
4. Short life histories of Pandit V.N. Bakhandy, Pandit, V.B. Paluskar and Amir Khursoo.
5. Writing of Ragas or Gats in Notation.

PRACTICAL EXAMINATION

Marks: 75 **Time : 3 Hours**

1. Handing of Tanpuri or any Musical Instrument: Sitar, Rabab, Israj, Flute, Santoor.
2. To sing or play paltas (Alankars).
3. To sign or play the following ragas with atleast two Tans or Todas: Bhoopali Khamaj or Bilwal.
4. To sing a folk song and a devotional song.
5. To give the Tal beats of Teental Dardra and Khaiva in Singal laya.

Note: The students have to pass theory and practical Examination Separately.




HOME SCIENCE

There shall be one theory paper of 80 marks and 3 hours duration and practical examination of 20 marks and 3 hours duration.

Theory: 80 Marks **Time: 3.00 hrs.**

Practical: 20 Marks (Internal assessment)

PART-I Marks 40

Unit I- NUTRIENTS & THEIR FUNCTIONS Marks 10

Functions and sources of Carbohydrates, Proteins & Fats. Importance of Vitamins & their sources:- Water soluble Vitamins B Complex & Vitamin C, Fat Soluble Vitamins A & D.

UNIT II- MEAL PLANNING Marks 10

Concept of a Balanced Diet. Basic five food groups and their nutritional contribution in the diet. Concept of Meal Planning and the factors affecting meal planning.

UNIT III- HUMAN DEVELOPMENT Marks 10

Concept of growth. Concept of development. Difference between Growth & Development. Factors affecting Growth. Age span of different developmental periods from Infancy to Adolescence.

UNIT IV- PLAY Marks 10

Meaning of Play. Importance of Play. Selection of Play equipment's for children between birth to 3 years. Types of Play-Active and Passive-Brief explanation with examples.

PART-2 Marks 35

UNIT V- FABRICS 10 Marks

Definition of Fibre. Definition of Fabric .Classification of fibres on the basis of their origin. Selection of fabric based on climate. Age, Fashion, occasion & budget. Removal of common stains-Ink, Blood, Curry, Mud & Tea.

UNIT VI SEWING EQUIPMENT Marks 10

Lists of Sewing Equipments. arts of a sewing machine. Care and upkeep of Sewing Machine. Common defects and remedies of sewing Machine. Basic embroidery equipments. Names of Traditional embroidery stitches of J&K.

UNIT- VII INTERIOR DECORATION Marks 10

Factors affecting selection of furniture. Role of Colours in Interior Decoration. Concept of Colour wheel. Arrangement of furniture in different rooms. Bedroom, Drawing Room, Dining Room.





UNIT VIII CONSUMER EDUCATION **10 Marks**

Rights and Responsibilities of Consumer. Problems faced by Consumer. Malpractices of Traders (Adulteration, Faulty weights & Measures).

PRACTICALS

(Internal assessment) : 20 Marks

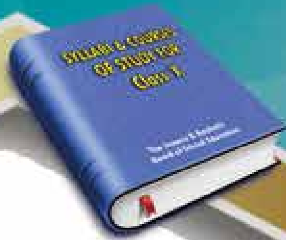
Time 3.00m hrs

1. Preparing play equipment out of locally available material.
2. Collect and identify different fabrics from market.
3. Removal of common stains.
4. Diagrammatic representation of Sewing Machine with labelling of its parts.
5. Floor decoration using Rangoli Patterns.
6. Flower arrangement for different rooms.
7. Diagram of Colour wheel.
8. Samples of Embroidery Stitches

Scheme of Assessment

LAT (5 Marks)	SAT (3 Marks)	VSAT (2 Marks)	MCQ's 1 Mark each
3 Questions x5=15 Marks	9 Questions x3=27 Marks	9 Questions x2=18 Marks	20 Questions x1=20 Marks

Total number of questions=41





हिंदी पाठ्यक्रम (Hindi)

कक्षा दसवीं

Max. Marks : 80 *Time allowed : 3 hours*

दसवीं कक्षा तक आते-आते भाषायी कौशलों पर बच्चों का अच्छा अधिकार हो जाता है अर्थात् वे अपने स्तर के विषयों की रचनाएँ पढ़कर समझ सकते हैं तथा उन पर अपनी मौखिक और लिखित प्रतिक्रिया व्यक्त कर सकते हैं।

सामान्य उद्देश्य

छात्रों में :-

1. भाषा के शुद्ध, उपयुक्त एवं प्रभावपूर्ण प्रयोग की योग्यता का विकास हो।
2. शब्द-भंडार की वृद्धि तथा उसके यथोचित प्रयोग की योग्यता का विकास हो।
3. अर्थबोध के साथा सुनने और पढ़ने की योग्यताओं का विकास हो।
4. मौखिक एवं लिखित अभिव्यक्ति की योग्यताओं का विकास हो।
5. ज्ञान एवं आनंद प्राप्त करने के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास हो।

छात्र

6. साहित्य की विविध विधाओं से परिचित हो सकें।
7. साहित्य के रसास्वादन की योग्यता विकसित कर सकें।
8. साहित्य के अध्ययन द्वारा मनोभावों को उदात्त बनाकर सद्वृत्तियों का विकास कर सकें।
9. पाठ्यपुस्तकों में आए हुए साहित्यकारों का सामान्य परिचय प्राप्त कर सकें।
10. चिन्तन-शक्ति विकसित कर सकें।

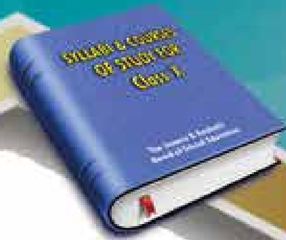
विशिष्ट उद्देश्य

(क) मौखिक अभिव्यक्ति की योग्यता बढ़ाना–

1. सामाजिक, राजनैतिक, वैज्ञानिक, साहित्यिक एवं सांस्कृतिक विषयों पर बातचीत, संवाद, परिचर्चा एवं वाद-विवाद में भाग लेने से।
2. स्वागत करना, परिचय लेना-देना और धन्यवाद देना, कृतज्ञताज्ञापन, संवेदना, बधाई आदि की भाषा से परिचित होकर यथावसर व्यवहार में लाने में।
3. 5 से 10 मिनट तक भाषण देने से।
4. अभिनय में भाग लेने से।

(ख) पठन-योग्यता का विकास–

1. मुखर वाचन में अपेक्षित गति तथा अनुमान के साथ शुद्ध पढ़ने से।
2. अर्थबोध एवं गति के साथ मौन वाचन करने से।
3. शब्द के तीनों अर्थों – वाच्यार्थ, लक्ष्यार्थ और व्यंग्यार्थ को समझ लेने से।
4. अध्ययन करके केंद्रीय विचार एवं सार ग्रहण करने से।




5. शब्द-कोश, संदर्भ-ग्रंथ, विषय-सूची, अनुक्रमणिका आदि देखकर वांछित सामग्री ढूंढ़कर उसका उपयोग करने से।
6. आलोचनात्मक दृष्टि से पढ़ने और पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करने से।
7. ज्ञान तथा आनंद के लिए पढ़ने से।
8. पाठ्यवस्तु और उसकी सराहना करने से।
9. साहित्य के प्रति अभिरुचि का विकास करने से।

(ग) शब्द-भण्डार में वृद्धि–

1. स्तरानुसार शब्दों और मुहावरों के ज्ञान में क्रमिक वृद्धि करना।
2. उपसर्ग, प्रत्यय, संधि, समास आदि के आधार पर शब्दों के अर्थ मालूम करना।
3. शब्दकोश की सहायता से नवीन शब्दों के प्रसंगानुकूल अर्थ-ज्ञान करना।
4. संदर्भ-अनुसार शब्दों के अर्थ पहचानना।

(घ) अर्थबोध एवं सराहना–

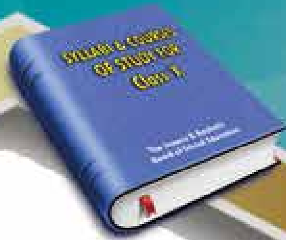
1. पाठ में वर्णित प्रमुख तथ्यों, भावों एवं विचारों का चयन करना और उनके पारस्परिक संबंध पहचानना।
2. पाठ में विषय-वस्तु तथा उसके केंद्रीय भाव को समझना।
3. पठित पाठ की पूर्व ज्ञान से तुलना एवं मूल्यांकन करना।
4. कवि/लेखक के मनोभाव समझना।
5. पाठ में अभिव्यक्त विचार एवं शैली पर अपनी सहमति देना।
6. पठित-अपठित अनुच्छेदों के शीर्षक देना।
7. कविता के प्रमुख उपादान तुक, लय, यति आदि से परिचित होना।
8. शब्द-चित्र एवं अलंकारों-अनुप्रास, श्लेष, यमक, उपमा, रूपक, उत्प्रेक्षा को समझना।
9. कविता में छंद (दोहा, सोरठा, चौपाई, कवित, सवैया) पहचानना।

(ङ) वर्तनी और भाषा–

1. लिपि के मानक रूप का ही व्यवहार करना।
2. परिचित शब्द शुद्ध रूप से लिखना
3. रूप-विज्ञान एवं ध्वनि-विज्ञान के नियमों के आधार पर शब्दों की उचित वर्तनी जानना।
4. विराम चिह्नों का शुद्ध प्रयोग करना।
5. लेखन के लिए व्यवहारोपयोगी शब्द-भण्डार की वृद्धि करना और उनका उपयुक्त एवं प्रसंगानुकूल प्रयोग करना।
6. शब्दों, मुहावरों और पद्बंधों का प्रभावशाली और उपयुक्त प्रयोग करना तथा समानार्थक शब्दों के प्रयोग में सावधानी बरतना।
7. शुद्ध प्रभावपूर्ण भाषा तथा लेखन शैली का स्वाभाविक रूप से प्रयोग करना।
8. विषय उपयुक्त अनुच्छेदों में बांटकर लिखना।

(च) रचना-कौशल–

1. अपने भावों एवं विचारों को उपयुक्त विधा में अभिव्यक्त करना।





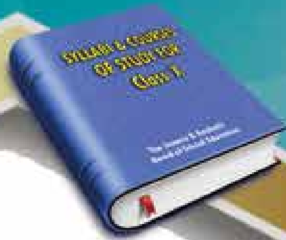
2. विभिन्न प्रकार की रचनाओं जैसे पत्र, निबंध आदि के लिए उपयुक्त रूपाकार और तकनीक का अनुसरण करना।
3. आवश्यकतानुसार अपनी रचना को प्रभावशाली बनाने हेतु उपयुक्त उद्धरणों, प्रसंगों, उदाहरणों, शब्दों, पदबंधों और मुहावरों का प्रयोग करना।

निर्धारित पुस्तकें–

(1) नवभारती (नई पुस्तक) (गहन अध्ययन के लिए)
जम्मू-कश्मीर बोर्ड ऑफ स्कूल एजूकेशन द्वारा प्रकाशित।

(2) मानक हिंदी व्याकरण - राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा प्रकाशित।

1. प्रश्नपत्र का प्रथम वस्तुनिष्ठ प्रश्न (नवभारती पुस्तक) पर आधारित होगा। 10
2. किसी एक पद्यांश की सप्रसंग व्याख्या। (विकल्प सहित) 4
3. किसी कविता का भावार्थ। (विकल्प सहित) 4
4. किसी एक गद्यांश की सप्रसंग व्याख्या। (विकल्प सहित) 4
5. किसी एक गद्य पाठ का सार सौ शब्दों में। (विकल्प सहित) 4
6. गद्य पाठों पर आधारित तीन प्रश्नों के उत्तर। (विकल्प सहित) 2+2=4
7. हिन्दी साहित्य का इतिहास में से हिन्दी कविता के काल संबंधी, उपन्यास, नाटक, कहानी संकलन, एकांकी संकलन, रेखाचित्र/संस्मरण, आत्मकथा/जीवनी, साहित्य के काल संबंधी तीन प्रश्न पूछे जाएंगे। 3+2+3=8
8. निबंध-लेखन :- किन्हीं पांच दिए गए निबंधों में से एक निबंध लिखना।
विषय :- सामाजिक, वैज्ञानिक, पर्यावरण-संबंधी, त्यौहार (सामजिक तथा राष्ट्रीय), शैक्षिक, यात्रा-संबंधी, ऐतिहासिक स्थान, विद्यार्थी-जीवन संबंधी (अनुशासन, नैतिकता, सहपाठ्यक्रमीय गतिविधियाँ), महान् व्यक्तित्व, नेता, महापुरुष, वैज्ञानिक, लेखक/कवि, अभिनेता/कलाकार। 8
9. पत्र-लेखन :- (दिए गए दो पत्रों में से एक पत्र लिखना) 6
विषय :- पारिवारिक, सामाजिक, व्यावसायिक, कार्यालीय, आवेदन-पत्र, संपादक के नाम पत्र।
10. अपठित गद्यांश का सार, शीर्षक तथा एक प्रश्न का उत्तर। 6
11. अलंकार - (अनुप्रास, यमक, उपमा, रूपक, अतिशयोक्ति) दिए गए पद्यांश में से अलंकार बनाना। (विकल्प सहित) 2
छंद :- (दोहा, सोरठा, चौपाई, कवित्त, सवैया) दिए गए पद्यांश में से छंद बताना। (विकल्प सहित) 2
12. (क) दिए गए वाक्य में संज्ञा पद्बंध, विशेषण पदबंध, क्रिया पद्बंध तथा क्रिया-विशेषण पद्बंध छाँटना। (इसमें से एक वाक्य विकल्प सहित पूछा जाएगा) 2
(ख) वाक्य-विश्लेषण - सरल वाक्य, संयुक्त तथा मिश्र वाक्य। सरल वाक्यों को संयुक्त अथवा मिश्र वाक्य में परिवर्तित करना तथा मिश्र या संयुक्त वाक्य को सरल वाक्यों में लिखना। (विकल्प सहित)
(ग) किन्हीं दो मुहावरों का वाक्यों में प्रयोग। 2
13. संधि, संधि-विच्छेद, समास, विग्रह। वाक्य-परिवर्तन। क्रिया-अकर्मक, सकर्मक। (इसमें से दो प्रश्न विकल्प सहित पूछने हैं) 2+2=4



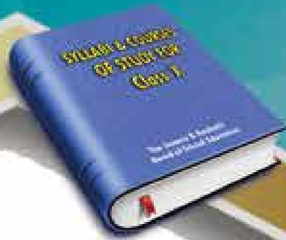


14. समानार्थक, भिन्नार्थक, अनेकार्थक, पर्यायवाची, अनेक शब्दों के लिए एक शब्द, विराम-चिह्न। (इसमें से दो प्रश्न विकल्प सहित पूछने हैं) 2+2=4
15. उपसर्ग, प्रत्यय, विशेषण की रूप-रचना तथा अवस्थाएँ। (इसमें से दो प्रश्न विकल्प सहित पूछने हैं।) 2
16. संज्ञा से भाववाचक संज्ञा तथा विशेषण से संज्ञा बनाना। सर्वनाम के भेद तथा उपभेद। (इसमें से दो प्रश्न विकल्प के साथ पूछने हैं।) 2+2=4

टिप्पणी :- अध्यापक कुछ अन्य पुस्तकें भी पढ़ने के लिए छात्रों को सुझाए :-

उदाहरणतया :-

1. उपन्यास, 2. नाटक, 3. कहानी संकलन, 4. एकांकी संकलन, 5. रेखचित्र/संस्मरण, 6. आत्म-कथा/जीवनी। इनके अतिरिक्त सामाजिक, आर्थिक, औद्योगिक, व्यावसायिक, राजनैतिक, सांस्कृतिक, खेल-कूद, यात्रा आदि विषयों पर निबंध-संकलन पूरक पठन के लिए निर्धारित करें।




हिंदी पाठ्यक्रम (Hindi)

कक्षा दसवीं

Max. Marks: 50 ***Time allowed : 2 hours***

दसवीं कक्षा तक आते-आते बच्चों का द्वितीय भाषा के रूप में हिन्दी भाषा संबंधी कुशलताओं पर व्यावहारिक अधिकार तो हो जाता है। वे सरल विषयों पर अपने विचार बोलकर व लिखकर प्रकट कर सकते हैं–

उद्देश्य

1. भाषा के शुद्ध उचित और प्रभावपूर्ण प्रयोग की योग्यता का विकास करना।
2. अर्थ-बोध के साथ सुनने व पढ़ने की योग्यताओं का विकास करना।
3. मौखिक व लिखित अभिव्यक्ति की योग्यताओं का विकास करना।
4. ज्ञान व आनंद प्राप्ति के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास करना।
5. स्वागत करना, परिचय लेना-देना, धन्यवाद देना, कृतज्ञताज्ञापन, संवेदना, बधाई आदि की भाषा से परिचित होना और यथावसर पालन करना।
6. कम से कम पाँच मिनट तक भाषण दे सकना। प्रभावपूर्ण ढंग से कहानी कहना, कविता पाठ करना और अभिनय में भाग लेना।
7. हिन्दी भाषा, साहित्य और संस्कृति के प्रति गौरव की भावना का विकास करना।
8. समाचार पत्र-पत्रिकाओं को पढ़ने के प्रति सुरुचि उत्पन्न करना।
9. साहित्य के रसास्वादन की योग्यता का विकास करना।
10. साहित्य के अध्ययन द्वारा बच्चों में सद्वृत्तियों का विकास करना।
11. पाठ्यवस्तु उसकी प्रस्तुति की सराहना की योग्यता का विकास करना।

निर्धारित पाठ्यपुस्तक से निम्नलिखित पाठ्यक्रम का अध्ययन करना है–

कविता – साखी, दोहे, हमारा प्यारा भारतवर्ष, मधुर-मधुर, दीपक जल, भिक्षुक।

कहानी – सपनों के - से - दिन, बड़े भाई साहब, हरिहर काका।

निबन्ध – जम्मू कश्मीर में हिन्दी, जम्मू की चित्रकला।

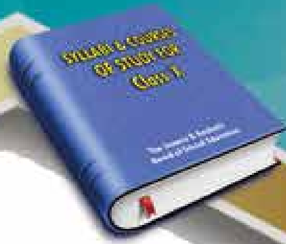
संस्मरण - कश्मीर का लोकनाटक "बॉंडपाऽथर"।

उपर्युक्त पाठों के आधार पर इस प्रकार के प्रश्न पूछने हैं–

(क) बोध संबंधी प्रश्न।	अंक 04
(ख) शब्द व अर्थ विचार।	अंक 03
(ग) किसी एक गद्यांश को सरल हिन्दी में लिखना।	अंक 04
(घ) किसी एक पद्यांश को सरल हिन्दी में लिखना।	अंक 04
(ङ.) किसी पाठ का संक्षेपीकरण।	अंक 05

निबंध पत्र व व्याकरण–

(क) निबंध किसी साधारण विषय संबंधी (कम से कम 250 शब्द)।	अंक 07

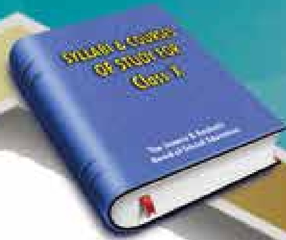




(ख)	प्रस्तुत की गई रूप रेखा के अनुरूप कहानी लिखना।	अंक 05
(ग)	पत्र-लेखन-विषय निजी पत्र, व्यावसायिक पत्र व सरकारी पत्र।	अंक 05
(घ)	अलंकार (अनुप्रास, यमक, उपमा तथा अतिश्योक्ति)	अंक 03
(ड.)	छन्द – (दोहा, सोरठा तथा चौपाई) और मुहावरे	अंक 05
(च)	संधि, समास, विलोम शब्द, उपसर्ग और प्रत्यय	अंक 05

निर्धारित पुस्तक

1. नवभारती (जम्मू-कश्मीर बोर्ड ऑफ स्कूल ऐजूकेशन द्वारा प्रकाशित।)
2. मानक हिन्दी व्याकरण – राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा प्रकाशित।
3. टिप्पणी – सभी प्रश्न पाठ्य पुस्तक के अभ्यासों के आधार पर होंगे।





डोगरी ऐच्छिक (Dogri)

दसमी जमात

Max. Marks: 50 ***Time allowed : 2 hours***

मातृभाषा दा ज्ञान प्राथमिक हमातें च ज़रूरी ते महत्वपूर्ण होंदा ऐ। विद्यार्थी अपनी भाशा देराहें अपने देश ते अपने प्रदेश दी संस्कृति, उत्थू दियें इतहासक, भगोलक, आर्थक, धार्मक वगैरा खेतरें दा ज्ञान इति सैहल ते सैहज रूपा च करी सकदे न। नौमी दसमीं थमां पैह्ले डोगरी भाशा कुसै वी स्तर उप्पर पाठ्यक्रम न नेईं लाई गेदी, इस करियै इ'नें जमातें च बनाई गेदी पाठ्य-सामग्री राहें इस प्रदेश दे विद्यार्थियें गी प्रदेश दिये बन सबन्नियें कदरें ते उत्थूं दे साहित्य ते भाशाई-संरचना दी ज़रूरी जानकारी देना उपयोगी समझेआ गेआ ऐ।

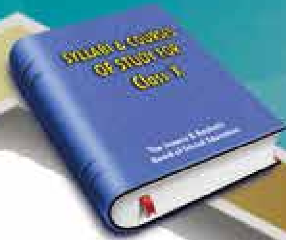
उद्वेश्य

1. विद्यार्थियें च डोगरी भाशा गी पढ़ने बारै रूचि जगाने दे कन्नै-कन्नै डोगरी भाशा ते साहित्य दी जानकारी देना।
2. विद्यार्थियें गी डोगरी भाशा दे स्हेई सरूप कन्नै वाकफ़ कराना।
3. डोगरी शब्द-बोध ते वाक्य-रचना राहें शुद्ध उच्चारण ते शुद्ध-लेखन दा ज्ञान कराना।
4. देवनागरी लिपि राहें डोगरी भाशा लिखने दी जानकारी देना तां जे विद्यार्थी डोगरी उच्चारण दे मताबक डोगरी भाशा गी देवनागरी लिपि दे लाब्बे च स्हेई चाल्ली लिखि सकन।
5. बच्चें गी डोगरी भाशा ते साहित्य बारै जानकारी देना–
   (क) साहित्य दियें बक्ख-बक्ख विधाएं –
   कविता, कहानी, नाटक, निबंध आदि दे सुआतम कन्नै वाकफ़ करोआना।
   (ख) डुग्गर दियें समाजी, सांस्कृतिक, अखलाकी कदरें दे कन्नै-कन्नै अज्जै-कल्लै दे परिवेश दे मताबक सेहत-सफ़ाई, ज्ञान-विज्ञान वगैरा दी जानकारी देना।
6. विद्यार्थियें गी डोगरी शब्द-भंडार, मुहावरे ते खुआनें दे प्रयोग बारै जानकारी देना।
7. डोगरी व्यवहारिक-व्याकरण दा ज्ञान कराना–
   (क) लिंग, वचन समझने दी योग्यता पैदा करना।
   (ख) समानार्थक ते विलोम शब्द गी समझने दी योग्यता पैदा करना।
   (ग) वक्ख-वक्ख शब्द भेदें गी समझने दे योग्य बनाना।
   (घ) प्रसंग ते व्याकरणिक शुद्धता ते मताबक खाली थाह्‌र भरने दी योग्यता पैदा करना।

निर्धारित पुस्तक वा ख'ल्ल दित्ती दी पाठ्य-सामग्री दा अध्ययन करना ऐ–

(क) कविता भाग

1. मेरे देसै दा शलैपा - मेरी अक्खीं कन्ने दिक्ख	:	दीनू भाई पंत
2. संझ सवेरे इक्को चाह्	:	यश शर्मा
3. प्रीत	:	केहरि सिंह मधुकर
4. नमीं अजादिये	:	वेदपाल दीप
5. रुत फुल्लां री आई	:	सागर पालमपुरी





6. भरम : नरसिंह देव जम्वाल
7. मेरा मंदा कियां बुज्झो : पद्मा सचदेव
8. बदली : दुनीचन्द त्रिपाठी
9. लामा-फेरे : चर्ण सिंह

(ख) गद्य भाग

1. समाचार पत्र (निबंध) : डॉ. वीणा गुप्ता
2. मैं तू मैं तूं (संस्मरण) : डॉ. चम्पा शर्मा
3. की फुल्ल बनी गे हारे (कहानी) : नरेन्द्र खजूरिया
4. घर-घर (एकांकी) : ओम गोस्वामी

इनें रचनाएं द अधार उप्पर इस चाल्ली दे प्रश्न पुच्छे जाइ.न–

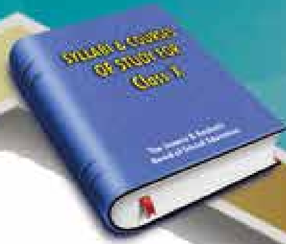
(क)	विशे-सामग्री दे ज्ञान सरबंधी प्रश्न।	10
(ख)	कुसै इक पद्यांश दी सरल डोगरी च व्याख्या।	5
(ग)	कुसै इक गद्यांश दी सरल डोगरी च व्याख्या।	5
(घ)	कुसै पाठ दा सार।	5
(ङ)	दित्ते गेदे शब्दें/मुहावरें वा खुआनें कन्ने खाली थाह्रें दी उचित पूर्ति करना।	5
(च)	समानार्थक ते विपरीतार्थक शब्दें दा प्रयोग।	5
(छ)	दित्ती दी व्याख्या लेई इक शब्द दा प्रयोग करना/लिंग ते वचन दा रूप बदलना।	5
(ज)	अशुद्ध शब्द/अशुद्ध पाठ दा शुद्धीकरण।	5
(झ)	खत्त-पत्तर लिखना।	5

निर्धारित पुस्तकें – 'मरुए दियां मिञ्जरां', प्रकाशक : जम्मू ते कश्मीर रियास्ती स्कूली शिक्षा बोर्ड।

पाठ्यक्रम के आधार पर निम्न प्रकार के प्रश्न पूछे जाएँ–

1. 6 से 10 तक के पाठों में से दो गद्यांशों का हिन्दी में अनुवाद।
2. 6 से 10 तक के पाठों में से 10 शब्दों के अर्थ।
3. पाठ्यपुस्तक के ग्यारहवें पाठ से दो पद्यों की सरल व्याख्या।
4. पाठ बारह से दो लोकोक्तियों की व्याख्या।
5. पाठ्यक्रम में लिखित शब्दों में से किसी एक शब्द की विभक्ति सभी कारकों तथा सभी वचनों में
6. पाठ्यक्रम में दी गई धातुओं में से किन्हीं दो धातुओं के रूप अलग-अलग लकारों में।

विशेष– प्रत्येक प्रश्न में 50 से 100 प्रतिशत की छूट (Choice) आवश्यक है। उदाहरणतया विद्यार्थियों से यदि दो गद्यांशों अथवा दो पद्यांशों का अनुवाद अथवा व्याख्या अपेक्षित है तो प्रश्न में दो से अधिक गद्यांश अथवा पद्यांश पूछे जाएँगे। इसी प्रकार अन्य प्रश्नों में भी छूट आवश्यक है।





संस्कृत ऐच्छिक (Sanskrit)

कक्षा - दसवीं

Max. Marks: 50 | ***Time allowed : 2 hours***

उद्देश्य

1. छात्रों में शुद्ध संस्कृत उच्चारण एवं लेखन की योग्यता में विकास करना।
2. छात्रों में अर्थबोध के साथ-साथ संस्कृत समझने की योग्यता में वृद्धि करना।
3. स्तर के अनुरूप संस्कृत पद्यों को कंठस्थ कर सस्वर बोलने की योग्यता पैदा करना।
4. संस्कृत शब्द-ज्ञान (Vocabulary) में वृद्धि करना।
5. संस्कृत शब्द रूपावली के ज्ञान में वृद्धि करना।
6. संस्कृत धातुरूपावली में ज्ञानवृद्धि करना।
7. विद्यार्थियों में, भारतीय संस्कृति की धरोहर श्रीमद्भागवद्गीता, रामायण इत्यादि के पठन एवं वाचन की योग्यता एवं रुचि उत्पन्न करना।

गद्य, पद्य लोकोक्तियाँ तथा व्याकरण

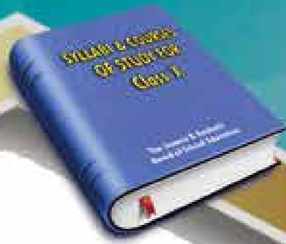
निर्धारित पाठ्यक्रम

1. पाठ्यपुस्तक – सरल संस्कृत शिक्षक, भाग-2। भारतीय विद्याभवन, बम्बई द्वारा प्रकाशित।
2. सुबोध संस्कृत व्याकरण अथवा प्रदीप व्याकरण।

पाठ्यक्रम	**अंक**
1. गद्य भाग – निर्धारित पुस्तक के पाठ 6-10 (छः से दस)।	12
2. शब्द-अर्थ – निर्धारित पुस्तक के पाठ 6-10 (छः से दस)।	10
3. सुभाषितानि – पाठ ग्यारह।	10
4. लोकोक्तियाँ – पाठ बारह।	6
5. वाला, लता, मति, नदी, फल, पुस्तक शब्दों की विभक्तियाँ	6
6. पठ्, वद्, पा (पिब्), इष् (इच्छ्) धातुओं के रूप लट्, लोट्, लङ् तथा लृट लकारों में।	6

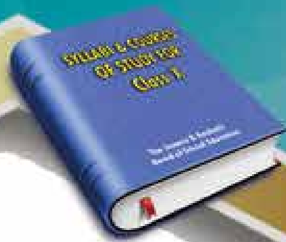
पाठ्यक्रम के आधार पर निम्नप्रकार के प्रश्न पूछे जाएँ –

1. 6 से 10 तक के पाठों में से दो गद्यांशों का हिन्दी में अनुवाद।
2. 6 से 10 तक के पाठों में से 10 शब्दों के अर्थ।
3. पाठ्यपुस्तक के ग्यारहवें पाठ से दो पद्यों की सरल व्याख्या।
4. पाठ बारह से दो लोकोक्तियों की व्याख्या।
5. पाठ्यक्रम में लिखित शब्दों में से किसी एक शब्द की विभक्ति सभी कारकों तथा सभी वचनों में।




6. पाठ्यक्रम में दी गई धातुओं में से किन्हीं दो धातुओं के रूप अलग-अलग लकारों में।

विशेष – **प्रत्येक प्रश्न में 50 से 100 प्रतिशत की छूट (Choice) आवश्यक है। उदाहरणतया विद्यार्थियों से यदि दो गद्यांशों अथवा दो पद्यांशों का अनुवाद अथवा व्याख्या अपेक्षित है तो प्रश्न में दो से अधिक गद्यांश अथवा पद्यांश पूछे जाएँगे। इसी प्रकार अन्य प्रश्नों में भी छूट आवश्यक है।**





Bhoti

བོད་ཡིག་འཛིན་གྲྭ་བཅུ་པའི་སློབ་མཚན།

བསྡོམས་ཡོང་།	50	དུས་ཡུན་ཆུ་ཚོད།	2
(Marks	50)	(Time - 2 hours)	

निर्धा

༡)	ཚིག་ལྷུག	20	Prose Section -	20
༢)	ཚིགས་བཅད།	10	Poetry Section -	10
༣)	ན་སྒྲོད།	20	Grammar -	20

पाठ्य

༡། ཚིག་ལྷུག (Prose Section)

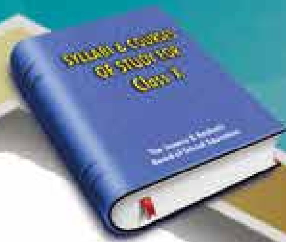
རང་གི་སློབ་དེབ་ནང་ཡོད་པའི་གཤམ་གསལ་ཚིག་ལྷུག

༡) ཆོས་བྱེད་དགོས་པའི་རྒྱ་མཚན།

पाठ्य

༢) རིག་གནས་བརྩེ་ཡི་ངོ་སྤྲོད།

༣) གསོ་བྱབ་པའི་མཐུན་རྐྱེན།




ཀ། ཚིགས་བཅད། (Poetry)

༡) རང་གི་སློབ་ཚན་ནང་ཡོང་་འདི་ཚིགས་བཅད་གཉིས་ལས་གཅིག་གི་འགྲེལ་པ་འབྲི་རྒྱུ། 4

༢) རང་གི་སློབ་ཚན་ནང་ཡོད་པའི་ཚིགས་བཅད་རྩོམ་པ་པོ་གསུམ་གྱི་ནང་ནས་གཅིག་གི་ལོ་རྒྱུས་འབྲི་རྒྱུ། 3

༣) ཚིག་དཀའ་བ་བཅོ་ལྔའི་ནང་ནས་བཅུ་ཡི་དོན་བྲིས་ཏེ་བརྗོད་པ་བཅོ་རྒྱུ། 3

ཁ། བརྡ་སྤྲོད། (Grammar)

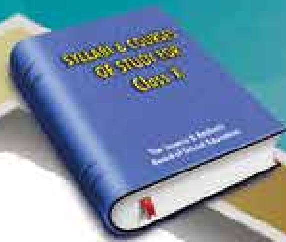
༡) བརྗོད་གཞི་བཞིའི་ནང་ནས་གཅིག་གི་སྐོར་ལ་བཤད་པ་འབྲི་རྒྱུ། 8

༢) ཡི་གེ་དང་སྙན་ཞུ་གཉིས་ལས་གཅིག་འབྲི་རྒྱུ། 2

༣) མིང་གཞི་སྔོན་འཇུག་དང་རྗེས་འཇུག་གི་ཕོ་མོ་མ་ནིང་སོགས་ཀྱི་ཡི་གེ་ངོས་འཛིན་བྱེད་རྒྱུ། 2

༤) བདག་གཞན་གྱི་ཁྱད་པར། དུས་གསུམ་དང་བྱ་བྱེད་ལས་གསུམ་ལས་གཅིག་གི་སྐོར་འབྲི་རྒྱུ། 2

༥) ཕོ་ཡིག་བསྡུས་འདས་པ་ལ་འཇུག་པའི་དཔེར་བརྗོད་བཅུ་ཡང་ན་མ་




༤ྃ སེམ་ས་དང་ལུས།

༥ྃ གསུང་མགུར།

༦ྃ ཀ་ངེད།

༧ྃ ཁ་རོག་འདུག

༨ྃ ལྷ་རིག་པ།

༩ྃ དམངས་གཞུང་།

༡༠ྃ ས་སྐྱ་ལེགས་བཤད།

༡༡ྃ རྒྱལ་པོ་ལུགས་ཀྱི་བསྟན་བཅོས།

༡༢ྃ དེང་གི་གསྐྱིར།

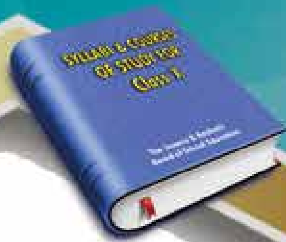
༢། ལས་སྦྱོར། (Grammar)

༡ྃ མིང་གཞིའི་ཕོ་མོ་ཉིད་སོགས་ཀྱི་དབྱེ་བ།

ཀྃ སྔོན་འཇུག་གི་ཕོ་མ་ཉིད་མོ་དང་ཤིན་ཏུ་མོ་བཅས་ཀྱི་དོན་དང་། དེ་དག་མིང་གཞི་གང་དང་གང་ལ་འཇུག་ཚུལ།

ཁྃ རྗེས་འཇུག་གི་ཕོ་མ་ཉིད་མོ་བཅས་ཀྱི་དོན་དང་ནང་གསེས་ ཀྱི་དབྱེ་བ་ཆ་ཚང་།

༢ྃ དུས་གསུམ་གྱི་རྣམ་དབྱེ་སྦྱོར་ཚུལ་པ།





༤) བདག་གཞན་ = ཀྱ་ཆེ་ = པས་གསུམ་ཀྱི་སྐོར།

༥) གཏམ་དཔེའི་སྐོར།

༦) གྲོན་ཚོ་སི་རྫོབ་པའི་ལོ་རྒྱུས།

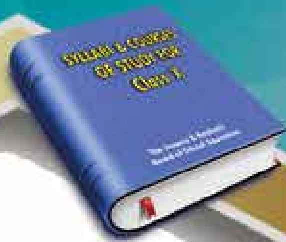
༧) སྙིག་ཚིག

Scheme of Assessment

ཤེས་ཚད་བརྟག་པ།

༡། ཚིག་རྒྱུག (Prose)

༡)	རང་གི་སློབ་དེབ་ནང་གི་ཚིག་རྒྱུག་གི་སློབ་ཚན་བཅོ་ལྔ་ནང་ནས་གཉིས་ཀྱི་སྙིང་དོན་མདོར་བསྡུས་བྲིས་ནས་འབྲི་རྒྱུ།	10
༢)	སློབ་དེབ་ནང་ནས་དྲི་བ་བཅུ་ལས་དྲུག་ལ་ལན་འདེབས་རྒྱུ།	6
༣།	ལ་དྭགས་ཤུ་ནང་ཆོས་དར་རྒྱལ་དང་ཡིས་ལུམ་གྱི་ཆོས་དར་རྒྱལ་གཉིས་ལས་གཅིག་གི་སྐོར་འབྲི་རྒྱུ།	4




༤༽ ལེགས་བཤད་འཕྲུལ་གྱི་དྲ་བ།

༥༽ ཊོག་རའི་དམག་གི་དུས་སྐབས། ཁག་དང་པོ།

༦༽ ཊོག་རའི་དམག་གི་དུས་སྐབས། ཁག་གཉིས་པ།

༧༽ ལ་དྭགས་སུ་ནང་ཆོས་དར་ཚུལ།

༨༽ ཞིང་ལས།

༩༽ བཟོ་ཐབས།

༡༠༽ ཐུ་དགེ་དོན་དང་ཉིག་དོན། སྐྱུང་།

༡༡༽ སྐྱིད་པ་དཀོར་ལོ།

༡༢༽ ལ་དྭགས་སུ་ཡིས་ལམ་གྱི་ཆོས་དར་ཚུལ།

༡༣༽ འཇུ་མི་ཕམ།

༡༤༽ ལག་བཟོ།

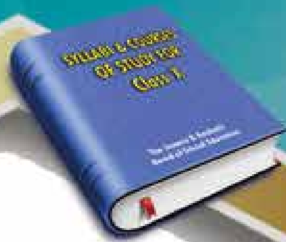
༢། ཚིགས་བཅད། (Poetry Section)

རང་གི་སློབ་དེབ་ནང་ཡོད་པའི་གཞུང་གསལ་ཚིགས་བཅད།

༡༽ ཁོར་ཡུག

༢༽ དམངས་ལུགས།

༣༽ ཤེས་རབ་སྡོང་བུ།





ཉེར་གདང་དཔེ་གཉིས་དུས་དུ་བླ་བ་ལ་འཇུག་པའི་དཔེར་བརྗོད་བཅུ་
འབྲི་རྒྱུ། 2

༧༽ གཏམ་དཔེ་བཅུ་ཡི་ནང་ནས་ལྔ་ཡི་དོན་བྲིས་ནས་བརྗོད་པ་འབྲི་རྒྱུ།

Books Prescribed

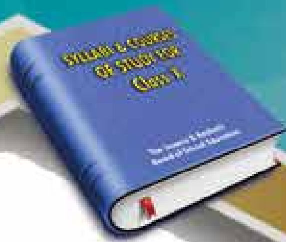
འབྲེལ་ཡོད་སློབ་དེབ:-

༡༽ གསོན་བུའི་མཛེས་རྒྱན། གཉིས་པ།
ཇམྨུ་ཀཤྨིར་གཞུང་གི་མི་ཀུ་ལམ་ཨེ་ཏུ་ཀེ་ཤན་གྱིས་པར་བསྐྲུན་ཞུས་པ།

༢༽ བརྡ་སྤྲོད་ནོར་བུའི་རྒྱན། - འཇམ་དབྱངས་རྒྱལ་མཚན།
ལ་དྭགས་མི་ནུས་མཐོང་འཕེལ་ཚོགས་པས་པར་བསྐྲུན་ཞུས་པ།

ཟུར་བལྟའི་དཔེ་དེབ།

༡༽ མི་ཏྲའི་འགྲེལ་ཆེན་མུ་ཏིག་ཕྲེང་མཛེས།
མི་ཏྲ་པཎ་ཆེན་གྱིས་མཛད་པ།





ਪਾਠਕ੍ਰਮ-ਪੰਜਾਬੀ

ਸਮਾਂ : 2 ਘੰਟੇ   ਕੁਲ ਅੰਕ : 50

ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਤੇ ਇਸ ਰਾਹੀਂ ਪੰਜਾਬੀ ਭਾਸਾ ਦੀ ਪੜ੍ਹਾਈ ਕਰਨੀ ਹਰ ਬੰਦੇ ਲਈ ਅਵੱਸ਼ਕ ਬਣ ਜਾਂਦੀ ਹੈ। ਵਿਦਿਆਰਥੀ ਮਾਤ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਆਪਣੇ ਦੇਸ਼ ਦੀਆਂ ਇਤਿਹਾਸਕ, ਭੂਗੋਲਿਕ, ਆਰਥਿਕ ਤੇ ਧਾਰਮਿਕ ਪ੍ਰਸਥਿਤੀਆਂ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣ ਸਕਦਾ ਹੈ। ਵਿਦਿਆਰਥੀ ਨੂੰ ਸਰਲ ਤਰੀਕੇ ਨਾਲ ਭਾਸ਼ਾ-ਗਿਆਨ ਦੇਣ ਲਈ ਮਾਤ-ਭਾਸ਼ਾ ਤੋਂ ਉਪਯੋਗੀ ਹੋਰ ਕੋਈ ਵਸਤੂ ਨਹੀਂ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੌਵੀਂ ਤੇ ਦੱਸਵੀਂ ਸ਼੍ਰੇਣੀ ਤੋਂ ਪਹਿਲਾਂ ਕਿਸੇ ਵੀ ਪੱਧਰ ਤੇ ਪਾਠਕ੍ਰਮ ਵਿਚ ਸ਼ਾਮਿਲ ਕੀਤੀ ਨਹੀਂ ਮਿਲਦੀ ਪਰੰਤੂ ਨੌਵੀਂ ਮੁੜ ਦੱਸਵੀਂ ਸ਼੍ਰੇਣੀ ਦਾ ਬਣਾਇਆ ਗਿਆ ਪਾਠਕ੍ਰਮ ਤੇ ਇਸ ਵਿਚਲੀ ਸਮੱਗਰੀ ਪੰਜਾਬੀ ਬੋਲਦੇ ਖੇਤਰ ਦੇ ਸਦਾਚਾਰ, ਸਭਿਆਚਾਰ ਤੁ ਸੰਸਕ੍ਰਿਤੀ ਦਾ ਗਿਆਨ ਦੇਣ ਲਈ ਮਾਤ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਸਰਲ ਤੇ ਸਪੱਸ਼ਟ ਤੌਰ ਤੇ ਪ੍ਰਗਟ ਕਰਨ ਲਈ ਸਮਰਥ ਤੇ ਉਪਯੋਗੀ ਹੈ। ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪੜ੍ਹਾਈ ਦਾ ਮੁੱਖ ਉੱਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਵਿਚ ਸਵੈ-ਪ੍ਰਗਟਾ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ ਹੈ ਜਿਸ ਨਾਲ ਉਹ ਖੁਲ੍ਹ ਕੇ ਪੰਜਾਬੀ-ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਕਰ ਸਕਣ ਤੇ ਭਾਸ਼ਾ ਨੂੰ ਪੜ੍ਹ, ਬੋਲ ਤੇ ਸਮਝ ਕੇ ਵਿਵਹਾਰਕ ਤੇ ਸਮਾਜਕ ਕਾਰਜ ਨੇਪਰੇ ਚਾੜ੍ਹਨ ਦੇ ਯੋਗ ਬਣ ਸਕਣ ।

(1) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਜਾਣਕਾਰੀ ਦੇਣੀ ।

(2) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਜਾਣਕਾਰੀ ਦੇਣੀ।

(3) ਪੰਜਾਬੀ ਪੜ੍ਹਨ ਵਾਲੇ ਬੱਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਾਕ ਰਚਨਾ ਦਾ ਗਿਆਨ ਕਰਾਉਣਾ ।

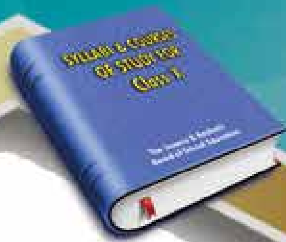
(4) ਪੰਜਾਬੀ ਰੂਪਾਵਲੀ ਭਾਵ ਲੇਖ, ਕਹਾਣੀ, ਕਵਿਤਾ ਤੇ ਸਾਹਿਤ ਦੇ ਹੋਰ ਅੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣੀ।

(5) ਬੱਚਿਆਂ ਨੂੰ ਵਿਆਕਰਣ ਦਾ ਪ੍ਰਯੋਗ ਦੱਸਦੇ ਹੋਏ ਮੁਹਾਵਰੇ, ਅਖਾਣ ਤੇ ਅਖਾਉਤਾਂ ਆਦਿ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਗਟ ਕਰਨਾ।

(6) ਪੰਜਾਬੀ ਸਾਹਿਤ ਤੇ ਸਭਿਆਚਾਰ ਨਾਲ ਬੱਚਿਆਂ ਦੀ ਜਾਣ-ਪਛਾਣ ਕਰਾਉਣੀ।

(7) ਬੱਚਿਆਂ ਅੰਦਰ ਪੰਜਾਬੀ ਸਬਕ ਪੜ੍ਹਨ ਤੇ ਬੋਲਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ ।

(8) ਬੱਚਿਆਂ ਅੰਦਰ ਸ਼ੁੱਧ ਪੰਜਾਬੀ ਲਿਖਣ ਦੀ ਰੁਚੀ ਉਜਾਗਰ ਕਰਨੀ।




(9) ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਸਾਹਿਤਕ ਭਾਵਨਾਵਾਂ ਨੂੰ ਉਜਾਗਰ ਕਰਕੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਪੜ੍ਹਨ ਲਈ ਵਿਸ਼ੇਸ਼ ਮੌਕੇ ਉਪਲਬਧ ਕਰਾਉਣੇ ।

(10) ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਪੰਜਾਬੀ ਜੀਵਨ ਦੇ ਭਰਪੂਰ ਵਿਰਸੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪੈਦਾ ਕਰਨੀ ਆਦਿ ।

ਦੱਸਵੀਂ ਸ਼੍ਰੇਣੀ ਲਈ ਪੰਜਾਬੀ ਦਾ ਪਾਠਕ੍ਰਮ ਹੇਠ ਦਿੱਤੀ ਜਾਣਕਾਰੀ ਦੇ ਆਧਾਰ ਤੇ ਤਿਆਰ ਕੀਤਾ ਜਾਵੇਗਾ।ਪੁਸਤਕ ਵਿਚਲੇ ਸਾਹਿਤ ਵਿਸ਼ਿਆਂ ਦੀ ਕ੍ਰਮਵਾਰ ਤੇ ਅੰਕਵਾਰ ਵੰਡ ਹੇਠਾਂ ਕੀਤੀ ਗਈ ਹੈ :-

ੳ

੧ ਕਵਿਤਾ ਭਾਗ	੨੦ ਅੰਕ
੨ ਵਾਰਤਕ ਭਾਗ	੨੦ ਅੰਕ
੩ ਵਿਆਕਰਣ ਭਾਗ ਤੇ ਰਚਨਾਵਲੀ	੧੦ ਅੰਕ

ੳ ਕਵਿਤਾ ਭਾਗ ਦੀ ਸਮੱਗਰੀ :

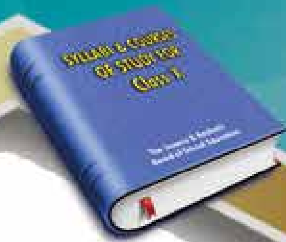
੧ ਨਿਸ਼ਾਤ ਬਾਗ

੨ ਮਾਂ-ਦਿਲ

੩ ਛੱਤੋ ਦੀ ਬੇਰੀ

੪ ਸਿਪਾਹੀ ਦਾ ਦਲ

੫ ਜਵਾਨਾਂ





ਕਵਿਤਾ ਭਾਗ ਵਿਚ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਪ੍ਰਸੰਗ ਦੇ ਆਧਾਰ ਤੇ ਪੁੱਛੇ ਜਾਣਗੇ। ਕੁਲ ਅੰਕ ੨੦

ੳ	ਕਿਸੇ ਇਕ ਬੰਦ ਦਾ ਪ੍ਰਸੰਗ ਦੇ ਵਿਆਖਿਆ ਕਰੋ।	"	੫
ਅ	ਕਵਿਤਾ ਦਾ ਸਾਰ-ਅੰਸ਼ ਲਿਖੋ ।	"	੪
ੲ	ਕਵੀ ਦੀ ਜੀਵਨੀ ਸੰਖੇਪ ਵਿਚ ਲਿਖੋ।	"	੫
ਸ	ਕਵਿਤਾ ਦਾ ਭਾਵ-ਅਰਥ ਦੱਸੋ।	"	੪
ਹ	ਕਵਿਤਾ ਦੀ ਸਿਖਿਆ ਨੂੰ ਸੰਖੇਪ ਰੂਪ ਵਿਚ ਪ੍ਰਗਟ ਕਰੋ।	"	੨

ਅ ਵਾਰਤਕ ਭਾਗ ਦ ੀਸਮੱਗਰੀ :-

੧ ਘਰ ਦਾ ਪਿਆਰ

੨ ਮਹਾਤਮਾ ਗਾਂਧੀ

੩ ਵਕਤ ਦੀ ਕਦਰ

੪ ਜੰਮੂ-ਕਸ਼ਮੀਰ ਦੇ ਸਥਾਨਕ ਤਿਉਹਾਰ

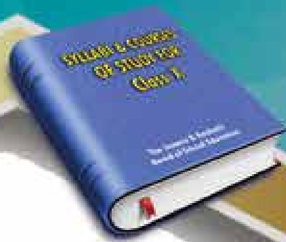
੫ ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ

੬ ਭਾਈ ਘਨੱਈਆ ਜੀ

੭ ਰਮਜਾਨ

ਵਾਰਤਕ ਭਾਗ ਵਿਚ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਪ੍ਰਸੰਗ ਵਿਚੋਂ ਪੁੱਛੇ ਜਾਣਗੇ :- ਕੁਲ ਅੰਕ : ੨੦

ੳ	ਕਿਸੇ ਇਕ ਲੇਖ ਦਾ ਸਾਰ-ਅੰਸ਼ ਦਿਉ ?	੫
ਅ	ਕਿਸੇ ਇਕ ਕਹਾਣੀ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿਚ ਪ੍ਰਗਟ ਕਰੋ।	੫
ੲ	ਕਿਸੇ ਇਕ ਵਾਰਤਕ ਕਾਰ ਦੇ ਜੀਵਨ ਤੇ ਰੌਸ਼ਨੀ ਪਾਉ ।	੫
ਸ	ਵਾਰਤਕ ਭਾਗ ਵਿਚ ਦਿੱਤੇ ਪੰਜ ੍ਰਸ਼ਨਾਂ ਦਾ ਸਹੀ ਉੱਤਰ ਦਿਉ ।	੨.੧/੨
ਹ	ਕੇਵਲ ਪੰਜ ਖਾਲੀ ਥਾਵਾਂ ਨੂੰ ਪੂਰਾ ਕਰੋ ।	੨.੧/੨




ੲ ਵਿਆਕਰਣ ਤੇ ਰਚਨਾਵਲੀ ਭਾਗ ਦ ਿਸਮੱਗਰੀ :-

੧ ਲੇਖ

੨ ਪੱਤਰ

੩ ਅਰਜ਼ੀ

੪ ਲਿੰਗ-ਪੁਲਿੰਗ/ਵਰਣ

੫ ਨਾਉ-ਪੜਨਾਉਓ ਤੇ ਕ੍ਰਿਆ/ਵਿਰੋਧੀ ਸ਼ਬਦ

ਵਿਆਕਰਣ ਭਾਗ ਵਿਚ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਕ੍ਰਮ ਅਨੁਸਾਰ ਪੁੱਛੇ ਜਾਣਗੇ। ਕੁਲ ਅੰਕ : ੧੦

ੳ ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਲੇਖ/ਅਰਜ਼ੀ/ਪੱਤਰ ਲਿਖਣਾ । ੫

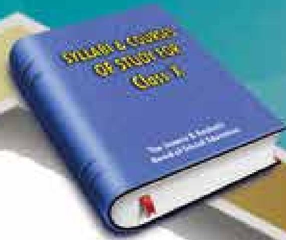
ਅ ਪਾਠ ਪੁਸਤਕ ਵਿਚ ਚਾਰ ਸ਼ਬਦ ਲਿੰਗ-ਪੁਲਿੰਗ/ਵਚਨ ਬਦਲਣ ਲਈ ਦੱਸੋ। ੨

ੲ ਪਾਠ ਪੁਸਤਕ ਵਿਚ ਚਾਰ ਸ਼ਬਦ ਨਾਉ-ਪੜਨਾਉ ਦੇ ਰੂਪ ਵਿਚ ਚੁਣਨੇ / ਵਿਰੋਧੀ ਸ਼ਬਦ ਲਿਖਣੇ ੨

ਸ ਕ੍ਰਿਆ ਕੀ ਹੈ ਅਤੇ ਇਸ ਦੇ ਦੋ ਭੇਦ ਦੱਸੋ ?

ਪਾਠਕ੍ਰਮ ਲਈ ਅਧਾਰਤ ਪੁਸਤਕ :

ਮੈਟ੍ਰੀਕੁਲੇਸ਼ਨ ਪੰਜਾਬੀ ਕੋਰਸ, ਪ੍ਰਕਾਸ਼ਕ : ਜੰਮੂ-ਕਸ਼ਮੀਰ ਬੋਰਡ ਆਫ਼ ਸਕੂਲ ਏਜੁਕੇਸ਼ਨ।





گرائمر

20 نمبرات

تذکیر وتانیث

واحد جمع لکھنا

الفاظ کے معنی/ضد لکھنا

فارسی الفاظ کا جملوں میں استعمال کرنا

گردان کرنا

اردو سے فارسی میں ترجمہ کرنا

Assessment

حصہ نثر:۔ 20 نمبرات

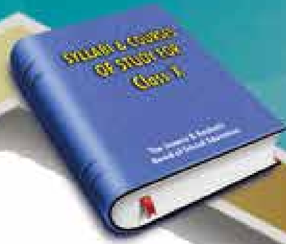
نصابی کتاب سے منتخبہ اقتباسات کا اردو یا انگریزی میں ترجمہ کرنا۔ (چار میں سے دو اقتباسات کا)

حصہ شعر:۔ 10 نمبرات

چار منظوم ٹکڑوں (تین اشعار پر مشتمل) میں سے دو کا اردو/انگریزی میں ترجمہ کرنا)

گرائمر 20 نمبرات

			نمبرات
1	تذکیر وتانیث	(چھ میں سے تین کی)	3
2	واحد جمع لکھنا	(چھ میں سے تین کی)	3
3	الفاظ کے معنی/ضد لکھنا	(چھ میں سے تین کی)	3
4	جملوں میں استعمال کرنا	(آٹھ میں سے چار کا)	4
5	گردان کرنا (ماضی/حال/مستقبل)	(تین میں سے ایک کی)	3
6	اردو سے فارسی میں ترجمہ کرنا۔	(آٹھ جملوں میں سے چار کا)	4




Persian فارسی

Marks : 50

Time : 2 Hours

وقت 2 گھنٹے　　　　　　　　　　　　نمبرات:۔ 50

Book Prescribed:-

Intekhabat-i-Farsi انتخابات فارسی

Published by J&K Board of School Education

1	حصہ نثر:۔	Prose Section	نمبرات	20
2	حصہ شعر:۔	Poetry Section	نمبرات	10
3	گرائمر:۔	Grammar	نمبرات	20

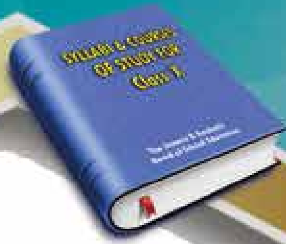
حصہ نثر:۔　　　　20 نمبرات

نصابی کتاب سے درج ذیل اقتباسات

1	انتخابات	از گلستان سعدی	صفحہ	۱۹ تا ۳۲	(19-32)
2	انتخابات	از اخلاق محسنی	صفحہ	۸۹ تا ۹۸	(89-98)
3	شاہان کشمیر	از حسین کاشفی			
I	غازی شاہ		صفحہ	۱۳۸ تا ۱۴۲	(138-142)
II	یوسف شاہ		صفحہ	۱۴۲ تا ۱۴۶	(142-146)
III	لوھر شاہ		صفحہ	۱۴۶ تا ۱۴۹	(146-149)

حصہ شعر:۔　　　　10 نمبرات

I	انتخابات	از بوستان سعدی	صفحہ	۱۷۵ تا ۱۸۰	(175-180)
II	خوشدلی	نظامی	صفحہ	۲۰۶ تا ۲۰۸	(206-208)
III	حالت دنیا	(عمر خیام)	صفحہ	۲۳۰ تا ۲۳۱	(230-231)
IV	چشمہ و سنگ		صفحہ	۲۳۵ تا ۲۳۶	(235-236)





Arabic 10th
Book Prescribed

نمبرات 50

أساس العربية

الجزء الثاني ۔

① نثر :۔ Prose Section 20 ② شعر :۔ Poetry Section 10

③ گرامر :۔ Grammar 20

حصۂ نثر :۔ نصابی کتاب سے یہ اسباق ۔

البيت ، الأسرة ، المدرسة ، أسماء شهور السنة ، السوق ، القطار

حصۂ شعر :۔ أسماء الأيام ، أحبابي وقلبي ۔

حصۂ گرامر :۔ الفعل الماضي ، العدد من الواحد إلى العشر ، التراكيب المتعددة في دروس النثر مثلاً أسماء الإشارة للقريب وللبعيد ، المبتدأ والخبر ، المضاف والمضاف إليه ۔

حصۂ نثر :۔ منتخب اسباق میں اقتباسات کا اردو یا انگریزی میں ترجمہ کرنا مزید دئے گئے عربی أسماء کو اردو یا انگریزی میں کس نام سے موسوم کرتے ہیں ۔ نمبرات 20

چونکہ مصنف کتاب کا مقصد طلباء کو عربی بول چال اور کلام کرنے پر تیار کرنا ہے اسلئے طلباء سے ایسے سوالات پوچھیں جائیں جو تدریبات و تمرینات میں دئے گئے ہیں

حصۂ شعر :۔ منتخب نظموں میں سے کسی نظم کے چند اشعار کا اردو یا انگریزی میں ترجمہ کرنا

① أسماء الأيام للدكتور آزاد الجبرانی ② احبابی ۔ ③ قلبي لشعراء العرب

نمبرات 10

حصۂ گرامر :۔ ① فعل ماضی کی گردان ۔ تین میں سے ایک 03

② واحد ، تثنیہ ، جمع ۔ چھ میں سے تین 03

③ اسم اشارۃ قریب وبعید مع المثنی والجمع چھ میں سے تین 03

④ تذکیر وتانیث ۔ چار میں سے دو ۔ 02

⑤ تعریف وتنکیر ۔ تین میں سے ایک 01

⑥ مختلف الفاظ کا معانی ۔ چھ میں سے تین 03

⑦ الفاظ کا عربی جملوں میں استعمال کرنا ۔ تین میں سے ایک ۔ 01

⑧ اردو یا انگریزی جملوں کا عربی میں ترجمہ کرنا آٹھ میں سے چار 04





ARABIC

Arabic : 10th

Paper : (Additional Optional)

Max. Marks : 50

Time Allowed 2 Hours

The paper shall have four sections with the weightage of marks shown against each section:

Section-A	**(Reading Comprehension)**	**10 Marks**
Section-B	**(Writing Skills)**	**10 Marks**
Section-C	**(Grammar)**	**10 Marks**
Section-D	**(Literature)**	**20 Marks**

Scheme of Assessment

Section-A

1. Paragraph/Passage reading which is followed by six question and out of six students has to answer five question. Each question carries two marks. **(2x5=10 Marks)**

Section-B

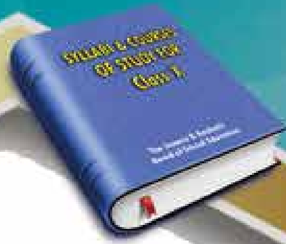
Section B has three questions (2,3, and 4).

1. It has based on translation from English to Arabic. Students has to translate five sentences and each carries one marks. **(1x5=5 Marks)**
1. It is based on fill ups. It has three fill ups and each carries one marks **(1x3=3 Marks)**
1. It is based on correction of sentences. It has two marks. It is based on the two incorrect sentences and each carries one marks **(1x2=2 Marks)**

Section—C

Section C has two questions (5 and 6)

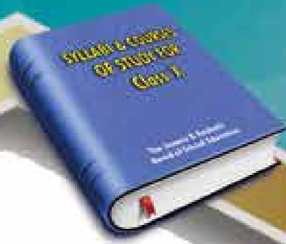
1. It is based on definition and illustration of grammatical terms **(5x1=5 Marks)**
2. It is internally divided into two parts: part-I and part-II
1. Part-I of Question 6 is based on conjugation of verbs in past tense **(2.5 Marks)**
1. Part-II of Question 6 is based on names of days of the week/months of the year/numbers from one to ten **(2.5 Marks)**




Section-D

Section-D is based on literature. It has four questions (7,8,9 and 10)

1. It is based on translation of Arabic Prose Passage taken from Text Book. The students has to translate it into Urdu or English **(10 Marks)**
1. It is based on explanation of verses taken from the poetry section of text book **(05 Marks)**
1. It is based on multiple choice questions. The students is asked to select the two correct options from the given options **(02 Marks)**
1. It is based on three fill ups. The content is taken from the prose part of the text book **(03 Marks)**




ژٲرکرٕنۍ: وٲحد جمع (2 نمبر)

مُتضاد (1 نمبر)

لفظ بناوٕنۍ: پۄت لۆگ بڑ وٕنہٕ لۆگ (1) نمبر

Section D (Literatutre) 10 Marks

(Prose and poetry)

8۔ نصأبی کتابہِ منز (نظم) دِنہٕ آمتو ترٛیو سوالو منز دون سوالن (30 -20 لفظن) تام جواب لیکھُن

(1 1/2 x 2 = 3)

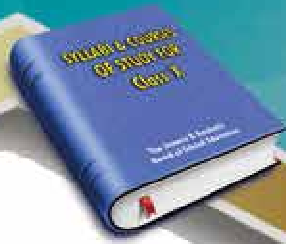
9 ۔ نصأبی کتابہِ منز (نثر) دِنہٕ آمتو دوٕیو سوالو منزٕ ٲکِس سوالس وضاحتہٕ سان (60 -40 لفظن) تام جواب لیکھُن (3 نمبر)

10۔ نصأبی کتابہِ منز (نثر + نظم) دِنہٕ آمتو دوٕیو سوالو منزٕ ٲکِس سوالس وضاحتہٕ سان(100-80 لفظن) تام جواب لیکھُن (4 نمبر)

Prescribed book

''کأشُر کتاب'' ڈٔہمہِ جمأژ باپتھ

J & K Board Of School Education





Marks Distribution Scheme

Max. Marks: 50 Time:2:30 hrs

section A

(Reading comprehension)

1۔ نِصأبی کتابہِ منز ہِنہٕ آمژ اکھ شعر تخلیق تہٕ اتھ متعلق پرٛژھنہٕ آمتٮ۪ن سوالن جواب لیکھُن ،صحیح جواب ژارٕنی ، ضِد یا ہم معنہِ الفاظ نٔژ کڈٕنی 1x 7 = 7

2۔ نِصأبی کِتابہِ منز ہِنہٕ آمُت اکھ درسی اقتباس تہٕ اتھ متعلق پرٛژھنہٕ آمتٮ۪ن سوالن جواب لیکھُن ۔خأنی جایہِ برنہِ صحیح جواب ژأرِتھ۔ 1x 7 = 7

3۔ غأر درسی اقتباسہِ منز پرٛژھنہٕ آمتٮ۪ن سوالن جواب لیکھُن اقتباسہِ باپتھ عنوان ژارُن،ضِد یا ہم معنہِ الفاظ نٔژ کڈٕنی۔ 1 x 6 = 6

Section B (writting Skills) 10 Marks

4۔ دِنہٕ آمتیٚو عنوانو منزٕ اَکِس عنوانس پٮ۪ٹھ الہٕ پلہٕ 150 لفظن ہُنٛد مضموٗن لیکھُن ۔ (5 نمبر)

5۔ درخاس یا چِٹھی لیکھٕنی۔ (3 نمبر)

6۔ کأنٛسہِ أدیب یا شأعرٕ سٕنٛزِ زندگی تہٕ ادبی کارنامن پٮ۪ٹھ نوٹ لیکھُن (2 نمبر)

Section C (Grammer) 10 Marks

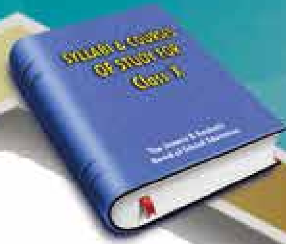
7۔ مِثالہِ دِتھ وضاحت کرٕنی

باوُت ۔ (1 نمبر)

کرٛاوُت ۔ (1 نمبر)

ناوُت تہٕ اَمِکۍ قسم (2 نمبر)

کال (2 نمبر)





ترجمہ چارن منز سے دو

2۔ عقیدتی شاعری: نعت۔ لیلا (03)

3۔ نظمہٕ وولو ہا باغوانو۔ موج۔ ضمیر بے صدا۔ کشیر۔ (04)

4۔ مثنوی: بکاولہٕ چھہٕ پوش راوان۔ ژ ناچ بے ثباتی۔ (03)

(ج) حصہٕ مضمون تہٕ گرامر

1۔ مضمون (ترٛیو دِنہٕ آمتیو عنوانو منٛز کُنہٕ اکس پٮ۪ٹھ لیکھو 120 لفظن ہُنٛد مضمون) (10)

2۔ چِھٹھؠ یا درخاس: (دفتری، کاروبٲری یا بیٚیہِ کُنہٕ قسمٕچ دِنہٕ آمژ دوٚن منٛزٕ اَکھ)

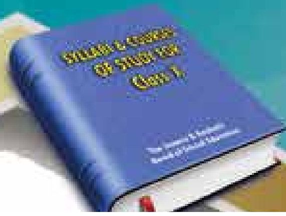
3۔ واحد جمع (02)

4۔ ترتیب ماجٕ ناوٕ (02)

5۔ الفاظن ہٕنٛدؠ معنے (02)

6۔ محاورٕ (02)

7۔ لفظن ہُنٛد جملو ورتاو (02)




نصاب　　　　وق............3 گانٹہٕ

Kashmiri Book 10th Class
Book Prescribed

کاشُر کتاب دٔہمہ جماژ باپتھ

کُل نمبرات: 50

حصہٕ نثر: 15

حصہٕ شاعری 15

مضمون تہٕ گرامر 20

(الف) حصہٕ نثر: نصابی کتابہ ہندی سبق

سوانح: حضرت بلبل شاہؒ (03)

مقالہٕ: کشیرِ ہندی موسم (یا) شُگر بہارُک (03)

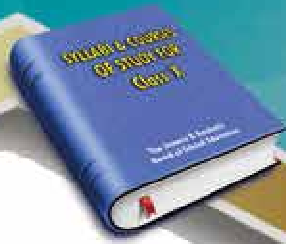
ادبی اصلاح: کینژہ شعرِ صنفہٕ (03)

افسانہٕ: تماشہ (یا) نگھ (03)

فوک لور: شُرین ہندِ باپتھ لکہٕ کتھ (03)

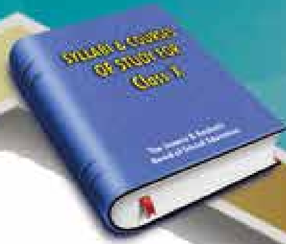
(ب): حصہٕ شاعری:

1-غزلہٕ: منظور ہاشمی۔ غلام نبی ناظرؔ۔ جانباز کشتواری تہٕ شہناز رشید۔ (05)





جماعت دسویں	نمبرات کی تقسیم
ا۔ غیر درسی نثری اقتباس اور آخر پر دئے گئے سوالات۔	۵ نمبر
۲۔ قواعد سے بہت مختصر سوالات	۴ نمبر
۳۔ اسباق کے آخر پر دئے گئے مختصر سوالات۔	۳ نمبر
۴۔ درسی نثری اقتباس اور آخر پر دئے گئے سوالات۔	۵ نمبر
۵۔ درسی شاعری اقتباس اور آخر پر دئے گئے سوالات۔	۵ نمبر
۶۔ کسی بھی موضوع پر ۱۵۰ الفاظ پر مشتمل مضمون۔	۶ نمبر
۷۔ نجی دفتری اور کاروباری خطوط	۵ نمبر
۸۔ درسی کتاب میں شامل کسی ایک مضمون کا خلاصہ۔	۴ نمبر
۹۔ کسی بھی ایک یا شاعر کی حالت زندگی و ادبی کارنامے۔	۴ نمبر
۱۰۔ درسی اسباق کے آخر پر دئے گئے سوالات کے جواب۔	۹ نمبر
	50 کل نمبرات





Additional Optional Language

Marks : 50

نصابی کتاب: بہارستانِ اُردو، دسویں جماعت کیلئے

صرف مندرجہ ذیل اسباق

Prose Section

حصہ نثر:

داستان:	سیر چوتھے درویش کی	میر امنؔ
افسانہ:	عبرت	پریم چند
خاکہ:	حالؔی	عبدالحق
مقالہ:	اقبال اور انسانیت	خواجہ غلام السیدین

Poetry Section

حصہ شعر:

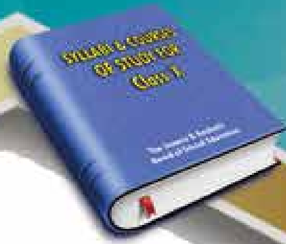
ہمارے آگے تراجب کسو نے نام لیا	میر تقی میر
ابن مریم ہوا کرے کوئی	غالبؔ
تمناؤں میں اُلجھایا گیا ہوں	شادؔ
کس کو معلوم ملے خاک میں منظر کتنے	اکبر جے پوریؔ

منظومات:

نظیر اکبرآبادیؔ:	مُفلسی
ڈاکٹر محمد اقبالؒ:	جگنو

رباعیات:

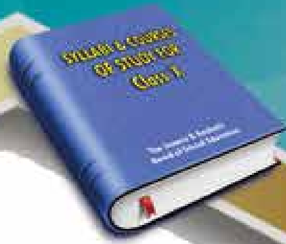
میر ببر علی انیسؔ:	تین رباعیاں




جماعت دہم

کل نمبرات: ۸۰

۱۔	غیر درسی اقتباس اور سوالات	۵ نمبر
۲۔	شعری عبارات اور سوالات۔	۵ نمبر
۳۔	غیر درسی عبارت اور سوالات۔	۵ نمبر
۴۔	الفاظ کو جملوں میں استعمال۔	۵ نمبر
۵۔	حروف کی تعریف اور مثالیں۔	۵ نمبر
۶۔	ہدایات کے مطابق جواب لکھئے (گرائمر)	۵ نمبر
۷۔	محاورات	۲ نمبر
۸۔	ترکیب نحوی۔	۴ نمبر
۹۔	اصناف کے متعلق (نوٹ)	۵ نمبر
۱۰۔	خلاصہ (درسی اسباق کا خلاصہ)	۵ نمبر
۱۱۔	اشعار کی تشریح۔	۶ نمبر
۱۲۔	درسی کتاب کے اسباق کے سوالات کے مختصر جوابات۔	۱۰ نمبر
۱۳۔	حالات زندگی (نوٹ) دفتری/نجی/کاروباری	۶ نمبر
۱۴۔	مضمون (ڈیڑھ سو سے دو سو الفاظ)	۸ نمبر




منظومات

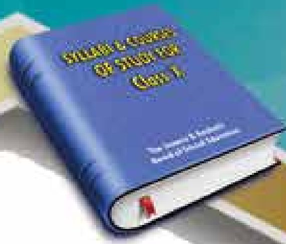
نظیر اکبرآبادیؔ:	مفلسی
چکبستؔ:	رامائن کا ایک سین
محمد حسین آزادؔ:	اولوالعزمی
ڈاکٹر سر محمد اقبالؔ:	جگنو
مرزا محمد یٰسین بیگ:	شکستِ انتظار

رباعیات

میر ببر علی انیسؔ:	تین رباعیاں
جگت موہن لال رواںؔ:	تین رُباعیاں

قطعہ

الطاف حُسین حالیؔ:	نوکروں پر سخت گیری کرنے کا انجام




۱۔ ابنِ مریم ہوا کرے کوئی	
۲۔ کوئی اُمید بر نہیں آتی	غالبؔ
۱۔ تمناؤں میں الجھایا گیا ہوں	شادؔ
۱۔ دُنیا میری بلا جانے مہنگی ہے یا سستی ہے	فانی بدایونیؔ
۱۔ کون سا وہ زخمِ دل تھا جو تر و تازہ نہ تھا	
۲۔ ہر ایک رنگ میں کاٹیں گے ہم سزا ہی سہی	عرشؔ صہبائی
۱۔ کس کو معلوم ملے خاک میں منظر کتنے	اکبر جے پوریؔ
۱۔ ایسا نہیں کہ سر پہ سدا آسمان تھا	
۲۔ ایک بھی موسم میرے اندر نہ تھا	ہمدمؔ کاشمیری
۱۔ کتاب بند سہی، حرف تر کھلا رکھنا	
۲۔ کتنی بھوکی ہے، کتنی پیاسی ہے	شبیبؔ رضوی

(۲) قصیدہ

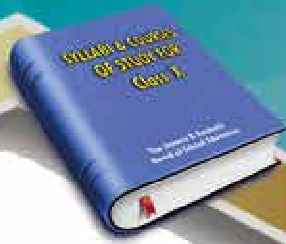
اب سامنے میرے جو کوئی پیر و جواں ہے (شہر آشوب) — مرزا محمد رفیع سوداؔ

نعت

بنی نوعِ انسان کا غم خوار آیا — رسا جاودانیؔ

مرثیہ

(حضرت علی اصغرؓ کے لیے پانی مانگنا) — مرزا سلامت علی دبیرؔ





نصابی کتاب: بہارستانِ اُردو

(دسویں جماعت کے لیے)

اسباق

حصہ نثر

داستان:	سیر چوتھے درویش کی	میر امّن
ناول:	اور مزاج دار لُٹ گئی	ڈپٹی نذیر احمد
افسانہ:	عبرت	پریم چند
	آسمان، پھول اور لہو	نور شاہ
خاکہ:	حالؔی	عبدالحق
انشائیہ:	خوشامد	سر سید احمد خان
مقالہ:	اقبال اور انسانیت	خواجہ غلام السیدّین
ڈراما:	بورو کے لڈو	محمد عمر نور الٰہی

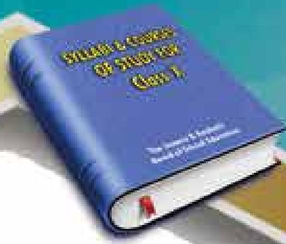
حصہ شعر

(ا) غزلیات

ا۔ ہمارے آگے ترا جب کسو نے نام لیا

۲۔ ہنگامہ گرم کُن جو دلِ ناصبور تھا — میر تقی میرؔ

ا۔ دہن پر ہیں اُن کے گماں کیسے کیسے — آتشؔ





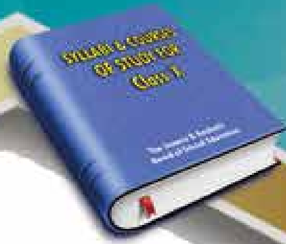
لکھنا: تمام طلباء اس قابل ہوں کہ وہ اُردو زبان بول، پڑھ اور لکھ سکیں۔ دیئے گئے اقتباس میں سے ضروری مواد حاصل کر کے اسے اپنے الفاظ میں پیش کریں۔ نیز الفاظ کو مختلف معنوں میں استعمال کریں۔

استعمال:

اس میں یہ دیکھا جائے گا کہ کیا طالب علم صحیح اُردو پڑھ اور لکھ سکتا ہے۔

کورس

اس کا مقصد یہ ہے کہ طلباء اُردو زبان پر دسترس حاصل کر سکیں اور پھر تخلیقی مضامین لکھ سکیں۔ پورے تعلیمی سال میں ہر طالب علم ایسے دو مضامین لکھے۔ یہ مضامین نثری حصہ میں داستان، ناول، افسانہ، انشائیہ، خاکہ، مقالہ اور ڈراما وغیرہ سے متعلق ہوں یا نظم میں مختلف اصناف سخن مثلاً غزل، نظم، قصیدہ، مرثیہ، رُباعی اور قطعہ کی بحیثیت صنف سخن سراہنا کی گئی ہو۔





اُردو

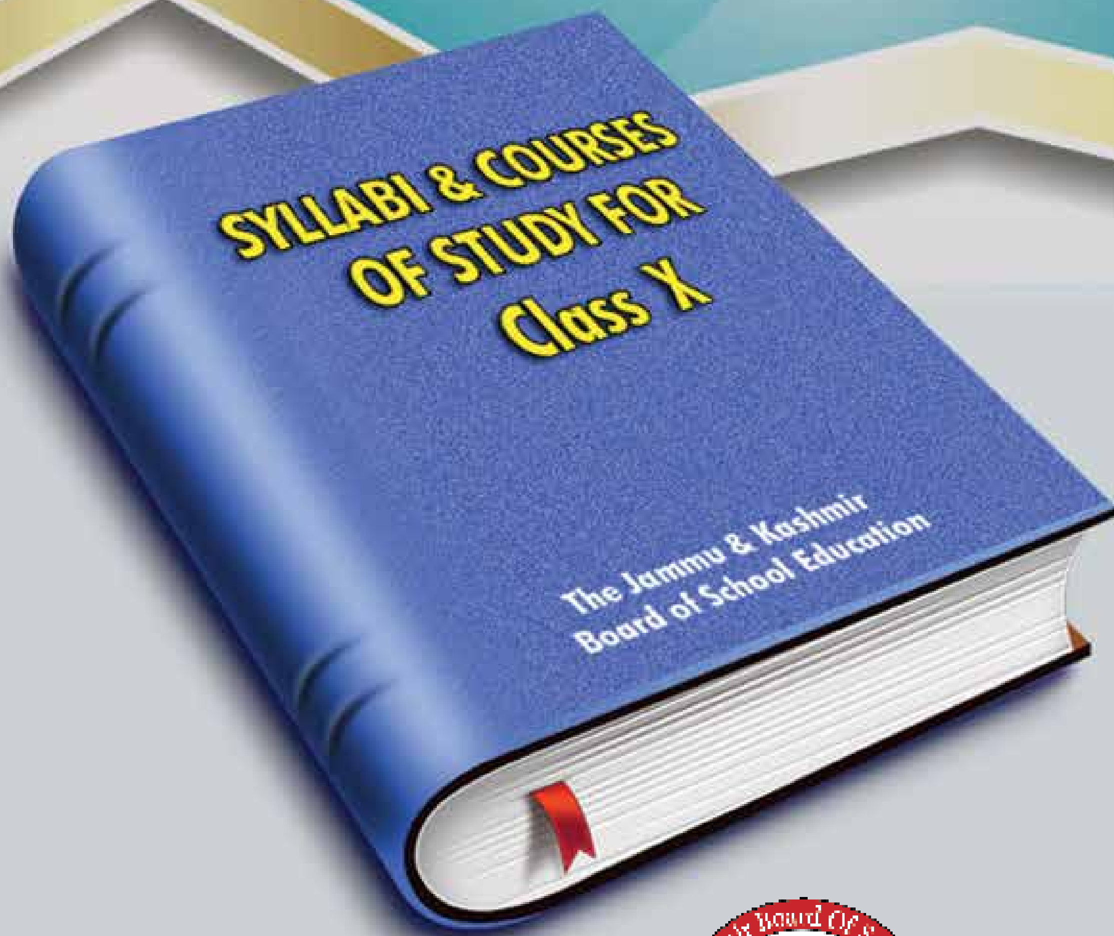
نمبرات:۱۰۰ وقت:۳ گھنٹے

ثانوی سطح پر اُردو زبان پڑھنے کے مقاصد
طلباء وطالبات اس قابل ہوں کہ وہ:

۱۔ اردو زبان کو عام بول چال کے لیے استعمال کرسکیں۔
۲۔ زبان کو صحیح طرح سے موقع اور ماحول کی مناسبت سے استعمال کرسکیں۔
۳۔ اُردو کی اعلیٰ تعلیم حاصل کرسکیں۔
۴۔ اپنے اندر ادبی ذوق پیدا کرسکیں۔
۵۔ زبان دانی کے قواعد سے واقف ہوسکیں۔
۶۔ اصنافِ نثر وشعر سے واقف ہوسکیں۔

دائرہ کار
۱۔ بولنا، سننا اور سمجھنا۔
۲۔ پڑھنا اور لکھنا

اُردو گرامر (قواعدِ اُردو)
پڑھنا: تمام طلباء وطالبات اُردو زبان میں دسویں جماعت کے معیار کی کتابیں پڑھ اور سمجھ سکیں۔ دیئے ہوئے اقتباس کا خلاصہ پیش کرسکیں اور حاصل کی ہوئی جانکاری کو واضح اور جامع طریقے سے پیش کریں۔





Jammu and Kashmir Board of School Education
Srinagar Kashmir